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ABSTRACT

Resources necessary to maintain a valid information dissemination system for the Teacher Corps are identified in this report. Emphasis is placed upon practical cost-effective mechanisms that may be employed in extending educational improvements developed by the Corps. Previous studies have indicated that most Teacher Corps projects will need specialized technical assistance and external support if they are to carry out even minimally effective outreach programs. It is pointed out that, while most members of the Corps regard themselves as educators and not "disseminators", it is critically important that school improvement programs be extended beyond local project activities. It is suggested that the Teacher Corps employ direct measures to reward dissemination activity and that the Corps provide training and technical assistance to projects to build their capabilities for outreach. Seven specific recommendations are made for improving the information dissemination processes, and the means of implementing and funding them are discussed. Statistical data on Corps projects are included in the appendices. (JD)

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RESOURCE REQUIREMENTS
FOR TEACHER CORPS
INFORMATION SHARING AND DISSEMINATION

James S. Eckenrod

Teacher Corps Dissemination Project

10 May 1981

TEACHER CORPS

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PREFACE

At the time when Teacher Corps program officials are reviewing comments on proposed amendments to the Department of Education regulations governing Teacher Corps grants to institutions of higher education (IHEs) and local education agencies (LEAs) -- changes that would much improve the likelihood that Teacher Corps projects will demonstrate and disseminate effective products and practices -- the Congress is considering an administration proposal to consolidate federal funding for most professional development programs into block grants to state education agencies (SEAs). If the consolidation proposal is enacted then, beginning with fiscal year 1982 (1 October 1981), the Teacher Corps program will, for all practical purposes, be abolished. This experiment, begun in 1965, of using federal funds to stimulate improved teacher education practices will be over.

This report is the second of two addressed to contract requirements that the Teacher Corps Dissemination Project, at the Far West Laboratory for Educational Research and Development, project resources necessary for the Teacher Corps program to operate internal information sharing and external validation/dissemination systems for a five year period, fiscal years 1982 through 1986. Because Teacher Corps projects are "forward-funded," receiving their grant awards in May or June of a given fiscal year for the summer and academic year ahead, the calendar period of the Laboratory's projections for project operations then extends from May/June 1982 through April/May 1987. However, there are three possible futures for the program:

1. If funding for Teacher Corps is consolidated into block grants for SEAs in fiscal 1982, then project operations under the federal program office will end in April/May of 1982. In that case our analysis and this report will have amounted to an academic exercise because the projections are framed

in terms of a centralized system of outreach coordination.

2. The report, though, will provide Teacher Corps officials with advice for operating outreach mechanisms in the event that the program should be continued at some level of national operations in fiscal 1982 and beyond. One such possibility is that the seventy-nine Program 78 projects and the fifty-three Program 79 projects would be funded to complete the terms of their grant applications (in the spring of 1983 and 1984, respectively).

3. If the administration and Congress should decide, however, to continue the Teacher Corps program in operation (what appears at this point in time to be the least likely possibility), then this report will serve the function specified in the contract between the Department of Education and the Far West Laboratory.

* * *

We acknowledge the generous assistance of many persons to the work of our project. The names of the project staff, Advisory Panel, and consultants are listed in Appendix E of this report. Each person contributed in some important way to the strengths of the project and we are greatful to all of the professional women and men who aided us with analyses, writing, and the development of policy recommendations. We accept full responsibility for any shortcomings in this, the final, technical report prepared for the U. S. Department of Education.

INTRODUCTION

During its fifteen year history, the Teacher Corps has provided assistance to IHEs and SEAs to (1) strengthen the educational opportunities available to children in areas having concentrations of low-income families, (2) encourage colleges and universities to broaden their programs of teacher preparation, and (3) encourage the improvement of programs for training and retraining teachers, teacher aides, and other educational personnel. In the Education Amendments of 1976, Congress directed a greater focus on demonstration, documentation, institutionalization, and dissemination of the results of Teacher Corps projects. Before that time the program had supported twelve "cycles" of two-year projects which, for the most part, concentrated upon the delivery of pre- and inservice teacher education programs. The field-based Teacher Corps projects operated, until 1975, with what was commonly recognized as an "intern and service focus." The 10th, 11th, and 12th Cycle projects, in what was designated as Phase II of the program, completed the transition to a new mode of operations, one in which the focus was to be shifted to "retraining and demonstration" (Smith, 1977). Projects funded in 1978 and 1979 have operated on five-year grants with four major activity phases:

Year I	Developmental Activities
Years II and III	Operational Activities (pre- and inservice training)
Year IV	Institutionalization Activities
Year V	Adaptation of Program Features by other schools, universities, and other educational agencies (Steffensen, 1978)

In October of 1978 the Far West Laboratory for Educational Research and Development was awarded a contract by the U.S. Office of Education to:

- Study the operations of Teacher Corps projects, the regional networks, and the support agencies that made up the program;
- Design and pilot test mechanisms to improve information sharing among the projects;

- Develop a set of procedures for educational product review and validation that would receive consensus approval by the Executive Secretaries of the twelve regional networks; and

- Provide recommendations to the Teacher Corps program office on policy alternatives for establishing and operating dissemination or outreach mechanisms.

This report addresses the contract requirement that the Teacher Corps Dissemination Project prepare three alternative projections of resource and training requirements -- at minimum, middle, and maximum levels of support -- to maintain a self-sustaining dissemination system over a five-year period. An earlier technical report* dealt with a requirement that the Laboratory project provide three alternative projections of resource requirements for maintaining an efficient internal information sharing system, also at three levels of operation and for a five-year period. Over the course of the project, however, we came to regard the separation of the internal and external aspects of Teacher Corps outreach activities, components of the scope of work specified in the Request for Proposal (RFP) to which the Laboratory originally responded, to be unwieldy in the face of "real-world" overlap in the two processes. The agreement of Teacher Corps program officials with this judgment was summarized in a memorandum of understanding of 6 December 1979 from James S. Eckenrod of this project to Susan L. Melnick, then the Project Monitor at the Teacher Corps program office; the content of this report was delineated as follows:

> 11.5: Projection of Resources to Maintain External Validation Dissemination System for Five Years
>
> This technical report, as with the one for deliverable 1.4 [Projection of Resources Needed to Maintain Internal Information Sharing System for Five Years], will project resources necessary to maintain both the external and internal systems for a period of five years.

---

* Alternative Projections of Resource Requirements for Teacher Corps Information Sharing and Dissemination, 20 August 1980 (revised 1 October 1980).

Both reports, then, project resource requirements for operating the two major design components of the original RFP, an internal information sharing system and an external validation/dissemination system. When the first report was in preparation (June to August of 1980), we anticipated that the interval between the two reports would be beneficial to all concerned; we assumed that the intervening time would:

> (1) Enable us to reflect upon the responses to [the first] paper from the Teacher Corps Washington program staff, and
>
> (2) Enable us to take into account any organizational shifts of dissemination agencies and activities within the Department of Education, in particular in the Office of Educational Research and Improvement, that [appeared] likely to occur in the [intervening eight] months (Eckenrod, 1980).

We did not anticipate the scope of the changes affecting Teacher Corps and the Department of Education that would transpire in the meantime and be under consideration while this report is being prepared.

In the summer of 1979 the Congress appropriated $30.0 million for Teacher Corps program operations in fiscal year 1980 (1 October 1979 to 30 September 1980). This amounted to a reduction of 20 percent from the level of $37.5 million that the program had received for the previous seven years. A major result of the budget reduction was the termination of contracts for 26 of the 29 Teacher Corps support services projects; only the contractors of the evaluation study (SRI International), the National Council of States on Inservice Education (Syracuse University), and the dissemination project (Far West Laboratory) were retained to complete their work. Among the support projects terminated were those operating twelve regional and two special purpose networks of Teacher Corps projects. (The networks were the support structures that we had determined to be central in an effective configuration for operating the information sharing dissemination systems.)

During the summer of 1980, when we were calculating the first set of projections of resource requirements for Teacher Corps outreach, the Carter administration's request for an appropriation of $37.5 million for Teacher Corps in fiscal year 1981 appeared to be headed for approval by Congress. When the legislators returned from their August recess, however, the administration's recommendation was rejected in the Congressional conference committee, and funding for Teacher Corps was continued for a second year at $30 million. But, because our projections for outreach support requirements had assumed an appropriation of $37.5 million, the Laboratory's estimates (of what it would take to improve the capability of Teacher Corps projects to engage in dissemination) were rendered essentially useless.

While this report is being prepared in the spring of 1981, the Congress is considering a Reagan administration proposal to rescind approximately 25 percent of the $30 million appropriated for fiscal year 1981. The effect of this recission will be to cut the typical grant award for a Program 78 project to $150,000 and that of a typical Program 79 project to $168,750 (see Table 1). The 132 projects throughout the country have been advised to prepare new budgets for their 1981-82 academic year operations (funded from fiscal year 1981 money) that will reflect the anticipated recission in program funds (Minor, 1981). If the recission is approved by the Congress then the program will receive approximately $21.5 million to support the projects. In the 19 months between the beginning of fiscal year 1980 (1 October 1979) and May of 1981, when Teacher Corps projects will begin receiving their fiscal 1981 grant awards, the program will have had its appropriation cut by 42.7 percent.

The effect on individual projects of these reductions in grant awards cannot be ascertained in the time remaining in the Laboratory's contract. We can only surmise that both the readiness and capability of Teacher Corps projects to undertake demonstration and dissemination will be negatively affected.

TABLE 1

Teacher Corps Project Funding for Fiscal Years 1978 - 1980 and Projections for Fiscal Year 1981.

Fiscal Year	Teacher Corps Projects			Amount of Assistance Authorized	Amount of Assistance Anticipated	Amount of Typical Grant Award	Percent of Amount Authorized	Percent of Program Funds Committed to Projects	Projected Awards After Fiscal 1981 Recission	Percent of Grant Award Received in Previous Year	Percent of Amount Authorized
	Program (Cycle)	Number of Projects	Year of Operations	(See Note 1)	(See Note 2)	(See Note 3)	(See Note 4)	(See Note 5)	(See Note 6)		(See Note 1)
1978	78	82	1	150,000	150,000	149,000	99	70-75			
1979	78	80	2	300,000	275,000	270,000	90	76			
	79	51	1	150,000	146,000	138,000	92				
1980	78	79	3	300,000	225,000	225,000	75	99			
	79	53	2	300,000	225,000	225,000	75				
1981	78	79	4	200,000	200,000			92	150,000	75	75
	79	53	3	300,000	225,000				168,750	75	56

Notes:
1. Title V-A of the Higher Education Act of 1965 (P.L. 89-329) as amended by Education Amendments of 1980 (P.L. 96-374).
2. Stated in Teacher Corps program memoranda on continuation grant application guidelines issued each November.
3. Approximately one-quarter of program funds before FY 1980 went for Teacher Corps Support Services Projects.
4. Congress reduced Teacher Corps appropriation in FY 1980 by 20 percent; from $37.5 million to $30.0 million
5. Nearly all Support Services Projects were terminated at the end of FY 1979 to meet FY 1980 budget limitations.
6. Amounts announced to projects in program memorandum in March of 1981.

Our analyses, it should be readily apparent, have been rendered increasingly difficult by the instability of Teacher Corps' funding and, indeed, by the very real uncertainty of the program's future existence.

In our previous technical reports we have defined the outreach resource requirements for the Teacher Corps in terms of dollar amounts that were considered reasonably proportionate to available program funds. This involved the estimation of costs for operating information sharing and dissemination mechanisms that Teacher Corps personnel would regard as a "fair share" of the funds allocated for the other program outcomes -- improving school climate, improving educational personnel development systems, and institutionalization -- that projects are expected to achieve in addition to dissemination. We used this approach to explore various alternatives for "investing" in outreach in our 1980 resource projections report. Given the instaibility in funding, though, in the past two years and for the foreseeable future, we have decided that the focus upon dollar costs is no longer appropriate. The three possible futures for the Teacher Corps make the contract requirement to define minimum, middle, and maximum levels of support so complex as to be unwieldy for both analysts and policy makers.

The focus in this report is on the definition of an optimal dissemination system, one that could serve the adoption/adaptation needs of the Teacher Corps for the next year, for two or three years, or for an indefinite period if new projects should again be funded. The emphasis in the system is upon practical, cost-effective mechanisms that may be employed by Teacher Corps personnel in extending educational improvements to others. The concept of minimum-middle-maximum levels is subsumed within the range of policy options that may be left to decision-makers, the perspective of persons remaining to make policy decisions, and the intensity of outreach efforts that may be possible given declining levels of project support. We have set out what we perceive to be the range of policy options that are available and identified a broad array of dissemination activities and support mechanisms; the ultimate outcome will depend upon who is left to make the policy decisions and what resources may be available to the decision-makers to invest in outreach activities.

BACKGROUND

In the technical report, Alternative Projections of Resource Requirements for Teacher Corps Information Sharing and Dissemination, that we submitted to the Teacher Corps Washington program office on 20 August 1980, we described three factors that influenced our research design and shaped our judgment on the three major policy recommendations that we were suggesting for the program. Three factors imposed limits upon our efforts to arrive at a clear picture of the resource needs of Teacher Corps projects; these were:

- An absence of Teacher Corps program outreach policy;
- A low level of cooperation from projects in helping us arrive at even a rough estimate of their needs for outreach program support; and
- A lack of consensus on the part of our consultants and project staff about the nature of the outreach support system that would best serve Teacher Corps projects.

These limiting factors affected our recommendations for establishing a set of "essential" outreach support mechanisms that were embodied in three policy options; these were:

- Whether or not to establish outreach performance standards for Teacher Corps projects that would prescribe the allocation of project operating funds for specified outreach activities throughout the life of the project;
- Whether or not to establish a system of differential funding among projects to put additional resources at the disposal of projects most likely to develop effective programs and to seek to disseminate them to national audiences; and
- Whether or not to utilize available program funds (or seek additional appropriations) to establish outreach support projects that would provide training and technical assistance to projects.

Teacher Corps Program Outreach Policy

In the 1980 resource projections report we described the Teacher Corps outreach policy situation as follows:

> Since we initiated [our study] in October of 1978, we have had some difficulty in specifying the scope of our work, in part, we believe, because of the fact that the Teacher Corps, as an educational program undergoing rapid structural change, has not yet established outreach goals for the program or performance standards for individual projects. The challenge of implementing new program Rules and Regulations, the problems associated with program funding for fiscal [years 1980 and 1981], and shifts in program leadership in the midst of the transition to the new Department of Education have all apparently combined to prevent the formulation of program diffusion policy. The dilemma that this situation poses for us in the task of projecting resources needed to support...dissemination...is that we have no concrete guidelines regarding the scale of the outreach effort that the Teacher Corps wants or expects.

A year later, in 1981, the Teacher Corps program has taken some definite steps toward the definition of a more precise set of program expectations for projects; should any new projects be funded, they will have to compete with all other projects in the same funding cycle for support of outreach activities. The proposed regulations outline the policy as follows:

> Funding for the fourth and fifth years of projects would be limited to projects that, the Secretary [of Education] determines, have proven exceptionally successful during their first three years and, because of their high promise, warrant further support to demonstrate and disseminate the educational improvements they have achieved.

The revised regulations, however, do not affect the expectations for the performance of the Programs 78 and 79 projects that are presently entering into their fourth and third years (respectively) of operations. Program 78 projects have been directed to prepare continuation grant applications that describe their fourth year activities as follows:

1.0 General Descriptive Information.

2.0 Project Governance.

    2.1 Policy Board
    2.2 Community Council

3.0 Description of inservice training program for school site educational personnel.

4.0 Project staff training in institutionalization and dissemination.

5.0 Operational plan for institutionalizing in the host institutions [the] products, practices, and processes developed by the project.

6.0 Plan for disseminating products, practices, and processes to be disseminated to (1) other schools in the participating LEA, (2) other schools/colleges/departments of education, (3) other local education agencies and (4) other educational institutions.

7.0 Staffing Plan and Position Descriptions.

It should be noted that there are no standards presently prescribed for the outreach performance of Teacher Corps projects under the current Rules and Regulations.

Cooperation of Teacher Corps Projects

One result of the absence of program standards for the dissemination performance of Teacher Corps projects that we identified in our 1980 report was the lack of precise measures against which we could assess the potential of projects, we stated:

> Consequently, we have had to approach the study of the potential for educational diffusion by the Teacher Corps in a rather abstract, hypothetical mode. We have sought to collect as much personal, first-hand information about the operations of Teacher Corps projects as we could to have a reasonably concrete base for our speculations. We have observed projects in their local school and community settings, probed their interactions in the regional network configurations, and asked them to provide us with information about their outreach activities and intentions. The results of our study of the current state of capability and readiness of Teacher Corps projects to undertake effective educational dissemination activities are not generally positive. In general, we found very little current interest in or evidence of serious preparation for outreach by Teacher Corps projects.

This rather negative assessment was based upon our development of indices of project readiness and capability to make use of various elements of an outreach program. The two factors were conceptualized as follows:

° Readiness: interest in or willingness to share information or disseminate products and practices, evidenced by seeking out information on dissemination, contribution of information through exchange mechanisms, and so forth.

- Capability: ability to utilize personnel and material resources to support effective outreach activities, evidenced by the status ascribed in the Index of Productivity* (see Appendix A for a complete list of project ratings), institutional commitment to dissemination and field-based educational service programs, and other, less tangible indicators of outreach capability demonstrated by individual projects.

In the 1980 resources projection report we reported the results of several measures of project readiness for sharing information about innovative products:

- Our impressions gained through extensive interaction with Teacher Corps project and network personnel that very few field-based personnel regarded themselves as "disseminators;"
- An almost negligible response rate to requests for information for The Corpsline column in our INFORMATION bulletin or to notices of the availability of dissemination materials, etc.;
- A virtual absence of interest in having innovative products reviewed by the Joint Dissemination Review Panel (JDRP) that might become designated as "exemplary" and be eligible for dissemination through the National Diffusion Network (NDN); two projects, both Cycle XII, have sought JDRP review--one passed, and the other withdrew;
- When we requested projects to provide information for the program catalog Teacher Corps Projects At Work, in January of 1980, we received usable descriptions of products and practices from 39 projects, less than three out of every ten in the nation;
- During three Teacher Corps Regional Conferences in May of 1980 we conducted roundtable discussions on dissemination; nine project personnel attended our Denver session, six came in San Diego, and no one met with us in Philadelphia; we estimated that three percent of the participants in the conferences availed themselves of our services.

Of project readiness for outreach we wrote in the 1980 report:

> It should be abundantly clear that Teacher Corps projects are not presently exhibiting much interest in the Fourth Outcome; we are not sanguine that any significant improvement will occur without external stimulation.

In the months since we expressed our concern over the apparent low level of responsiveness to our efforts to facilitate dissemination planning and information sharing, we have had two more occasions to assess the readiness of projects for outreach; these were (1) the responsiveness of projects to our request for information about project-developed products and practices to be published in Teacher Corps 1981, the program directory that the Far West Laboratory is preparing, and (2) the content of the information provided by many projects.

---

*Based on the classification of schools, colleges, and departments of education (SCDEs) defined by Clark and Guba (1977), Lotto and Clark (1978), and Clark (1978).

On 15 December 1980 we requested all of the project directors present at the Teacher Corps Directors' Meeting in Washington, DC, to prepare written descriptions of their dissemination plans (Appendix B contains the materials used by the projects for this information sharing activity). The table below summarizes the responsiveness of the projects; the experience added to our judgment

TABLE 2

Dates of Response by Teacher Corps Projects to the Request for Information For the 1981 Program Directory (See Appendix A for Individual Projects).

Period of Submission	Submitted During Period		Cumulative Total		Delinquent	
	Number	Percent	Number	Percent	Number	Percent
Before 19 January	51	38.6	--	--	81	61.3
19 to 30 January	28	21.2	79	59.8	53	40.1
2 to 13 February	19	14.3	98	74.2	34	25.7
16 to 27 February	23	17.4	121	91.6	11	8.3
2 to 13 March	6	4.5	127	96.2	5	3.7
16 to 27 March	4	3.0	131	99.2	1	0.7
After 30 March	1	0.7	132	100.0	--	--

about the willingness of projects to share information. The return of the data forms indicated to us that many projects put information sharing and dissemination rather low on their list of priorities. Less than 40 percent of the projects submitted the data forms by the requested deadline, 19 January 1981. Another 21 percent of the projects submitted the data forms within two weeks of the deadline, but a quarter of all projects were more than four weeks late. Almost 10 percent of the projects got their data forms in more than six weeks after the requested date, and five projects were delinquent in excess of two months; the final form arrived in San Francisco on 14 April 1981, 85 days past the deadline.

The information about program elements for dissemination that projects submitted for the 1981 program directory (Teacher Corps 1981) varied greatly in quality. Most projects took the time to compose thoughtful, concise descriptions to provide what the authors thought would be information a prospective adopter might want before investigating an innovative product or practice. But many projects gave the request short shrift, both in terms of when they attended to the data form, as discussed in the preceding paragraph, and how well they met the guidelines for preparing the form (see Appendix B). Several projects ignored the directions about the length of the descriptions and rambled on for pages about their programs. Even more "missed the mark" on the information requested on effects, data on assurances or claims that the product or practice does what it is supposed to do ("What would a reasonably skeptical educator want to know about the effects of the innovation in order to seek more information about it?"). A literal reading of some of the data forms might lead to the conclusion that those projects were not evaluating their programs at all.

Because the projects did not uniformly give serious attention to the descriptions of their products and practices for the directory, we do not place much credence in the validity of the aggregate set of data that is to be published in Teacher Corps 1981; the variability in the quality of the descriptions does not support any claims that the information really describes what projects have to disseminate. Data forms submitted -- from projects with IHE components rated from high to low in terms of productivity in educational knowledge production and utilization (KPU) -- ranged from excellent to very poor; several had to be completely rewritten. For these reasons we did not attempt a systematic content analysis of the information supplied by the projects to arrive at estimates of desirability, practicality, careful product development, and the like (EPIE, 1978). Rather, we made a fairly casual analysis of the descriptions to derive a rough estimate of the proportions of different kinds of inservice training programs that projects state they are willing to share. The heuristic device that Hutson (1981) used to differentiate three

FIGURE 1

Hutson's Three Domains of Inservice

	Procedural Domain	Substantive Domain	Conceptual Domain
What sorts of questions are entertained?	political	technical	philosophical
How are these questions decided?	by negotiation among parties to achieve a reasonable consensus	by expertise derived from empirical research and practical experience	by logical reasoning
What are "best" criteria for evaluation?	such as these: openness fairness accountability	such as these: effectiveness adequacy relevancy	such as these: consistency clarity cogency
What is the "ideal type"?	a democratic context for inservice	a sound inservice program	a coherent conceptualization of inservice
Examples	strategies for controlling, supporting, and delivering inservice	the process and content of inservice	inservice theories, perspectives, and rationales

domains of inservice training programs provided us with a convenient set of categories for assessing a sample of the program descriptions. Figure 1 provides a brief summary of Hutson's system for synthesizing the current research literature on inservice training and arriving at categories for organizing "best" practice" statements. We analyzed a sample of half of the 132 program descriptions in order to classify the emphasis according to Hutson's procedural domain, substantive domain, or conceptual domain. We also made judgments about the apparent transferability of the inservice training programs and assigned them to categories of idiosyncratic, transferable, or research-based adaptation. The first of these identifies programs described by projects that appear to be too locally bound to have much potential for transfer to another educational setting, and the second is for programs that seem to have potential for adaptation elsewhere. The third category, research-based adaptation, was assigned to projects that indicated they were adapting or had already adapted a training program that had been developed in a research setting.

Table 3 summarizes the results of the analysis of the descriptions. We have drawn some inferences from the data -- not to imply that this technique has any substantial predictive power -- but rather to arrive at an estimate of the kinds of inservice programs Teacher Corps projects will have to share with others. The data cannot be considered to be precise because we do not trust the validity of the descriptions to begin with and our analysis was too casual to be considered very reliable. But a couple of generalizations do seem clear:

- Many projects have not provided information about the content of the inservice training programs they are implementing; more than four out of ten projects described only the political dimensions (the procedural domain) of their programs and gave little or no information about the substantive nature of the inservice offerings.

- While nearly 70 percent of the projects indicate that their inservice programs will be transferable to other educational settings, only 26 percent of the projects provided information that was sufficiently clear and descriptive to give potential adopters a good idea of what they might expect; this leaves three-quarters of the projects with program descriptions that are unlikely to stimulate interest among potential adoptors.

TABLE 3

Hypothetical Percentage Distribution of Teacher Corps Project Inservice Training Programs Categorized by Domains of Inservice, Apparent Transferability, and Clarity of Description.

Estimate of Apparent Transferability of Inservice Program	Clarity of Program Description	Domains of Inservice Programs (Hutson)			Percent in Subcategory	Percent in Category
		Procedural (Political)	Substantive (Technical)	Conceptual (Philosophical)		
Idiosyncratic to Project Location; Not Transferable	Clear	3	7		10	15
	Vague	5				
Transferable to Other Sites	Clear	21	23	3	47	69
	Vague	13	8		21	
Research-Based Program Adapted by Project; Probably Transferable	Clear		11		11	16
	Vague	2	3		5	
Percent in Each Subcategory	Clear	24	41	3		
	Vague	20	11			
Percent in Each Inservice Domain		44	52	3		100

One encouraging finding was that about one-sixth of the projects reported that they had made or were making an adaptation of a research-based inservice training program, a practice that we have advocated throughout the life of our project.

The discussion of project capability for outreach that we developed in the first resource projection paper focused primarily upon an index of IHE productivity based upon the ratings given to schools, colleges, and departments of education (SCDEs) in the Clark and Guba (1977) study of IHE innovation, knowledge production, and reward for service as change agents. (Appendix A provides a summary of the ratings of the IHE components of Teacher Corps projects.) We used the ratings data to arrive at an estimate of the potential of projects to perform the entire range of tasks associated with effective school improvement and education personnel development programs. Clark and Guba focused their data collection on the research and development (R&D) aspects of educational knowledge production and utilization (KPU) and surveyed every SCDE in the country. Later, Lotto and Clark (1978) reanalyzed the survey data and focused upon SCDE mission activities associated with the educational dissemination and utilization (D&U) dimensions of KPU:

> ...the design and preparation of generalizable instructional materials such as textbooks, audio-visuals, workbooks, etc.; of teaching techniques, administrative patterns, and other novel concepts, practices, or artifacts; dissemination of information about or demonstration of any of the foregoing to a wide range of potential adopters; or evaluation of any of the foregoing.
>
> ...needs assessment, assistance in selecting new programs or practices responsive to local needs, retraining of faculty and staff as required by newly installed innovations, demonstrating new approaches that are under consideration for adoption, servicing and nurturing newly installed programs.

When these measures were applied to the IHEs associated with Teacher Corps projects, there was a full range of variability as evidenced in Table 4 (see following page).

We summarized our efforts to assess the potential of Teacher Corps projects as follows:

> ...both our personal impressions and our interpretation of indicators of project readiness and capability for dissemination lead us to the firm conviction that most Teacher Corps projects will need specialized technical assistance and external support if they are to carry out even minimally effective outreach programs. It is our judgment that the cumulative effect of (1) Teacher Corps

project funding cutbacks, (2) loss of training and personal linkage opportunities provided by regional networks, and (3) very wide variation among Teacher Corps IHEs in capabilities for knowledge production, dissemination, and utilization reduces the overall likelihood that the Teacher Corps will achieve its mandate for adoption or adaptation of its educational improvements. Our perception that projects generally exhibit a low level of willingness to perform outreach compounds the problem.

There has been no substantial shift in the past year in our judgment about the readiness and capability of Teacher Corps projects to carry out effective dissemination.

TABLE 4

Number of Teacher Corps Projects in Each Department of Education Region Classified by Index of Productivity, Categories from Clark and Guba (1977) and data from Clark (1978). (See Appendix A for Complete List.)

Number of Projects in ED Regions	Index of the Productivity			Totals
	High	Medium	Low	
I	2	4	4	10
II	5	5	4	14
III	5	4	6	15
IV	1	5	14	20
V	12	4	6	22
VI	2	6	9	17
VII	2	1	3	6
VIII	3	2	2	7
IX	6	4	6	16
X	3	2	-	5
Total Number	41	37	54	132
Percent	31.1	28.0	40.9	100.0

Nature of Outreach Support System

The major objective of the 1980 outreach resource projection report was to provide the Teacher Corps program officials with estimates of the cost of minimum, medium, and maximum levels of support for a system of dissemination activities and mechanisms. In that paper we discussed the disagreement among our consultants about the need for outreach support projects serving only Teacher Corps projects when there already existed a variety of dissemination groups, such as the National Diffusion Network (NDN), the Research and Development Exchange (RDX), and the like, which could serve Teacher Corps projects. We based our recommendations for a Teacher Corps-specific dissemination support system, finally, on our judgment that many projects would really need on-site specialized assistance in preparing for outreach activities. The set of outreach mechanisms that we thought to be "essential" for effective outreach by Teacher Corps projects is summarized in Table 5 on the next page. Estimates of the scale of operations for each mechanism were described for minimum, medium, and maximum levels of support. Cost estimates were detailed in the narrative sections of the 1980 report.

The scope of the mechanisms and activities suggested in Table 5 is in line with one of the basic principles we have followed in making policy recommendations to the Teacher Corps program: because of the variety of emphases in program development and variability in the capabilities of the 132 projects, we have maintained that a mixed-model design for dissemination resource utilization is necessary. The range of mechanisms suggested reflects this judgment. The reduction in available program and now project funds to support such efforts, however, does not portend well for the implementation of such a comprehensive system. A simpler, more flexible set of outreach support alternatives is developed in the next section of this report.

TABLE 5. Dissemination Activities and Mechanisms Considered Essential and/or Optimal for Different Levels of Teacher Corps Outreach Support.

OUTREACH ACTIVITIES AND MECHANISMS (DAG Activities in *Italics*)	ALTERNATIVE LEVELS OF SUPPORT FOR TEACHER CORPS PROGRAM OUTREACH		
	MINIMUM	MEDIUM	MAXIMUM
Establishment of Teacher Corps program outreach performance standards for adopter, developer, and demonstrator projects	Teacher Corps Washington Outreach Unit issues specific performance standards and guidelines for collaborative interaction among projects	Regional Outreach Support Networks facilitate implementation of program outreach performance standards by Teacher Corps projects in region	Regional Outreach Support Networks coordinate interaction among Teacher Corps projects and Program Specialists to achieve objectives
Supervision of project outreach performance; make objective determiniations of project capabilities in educational R&D and/or commitment to D&U; monitoring of product review/validation and achievement of dissemination objectives	Program Specialists assess capability of each project for educational R&D and D&U and make recommendations for differential funding of projects with the most potential for outreach and/or assisting other Teacher Corps projects	Regional Networks collaborate with Program Specialists in assessing capabilities of projects for educational R&D and D&U; promote interaction among projects, referrals for review/validation, to facilitate achievement of outreach objectives	Regional Networks coordinate collaboration among projects to improve the capabilities of all to develop and implement effective school improvement programs; provide linkage with other educational diffusion agencies/networks
Training of project personnel in educational product marketing, linkage functions, technical assistance to adopters in implementing products and practices, managing outreach programs, etc.	Teacher Corps Diffusion Project coordinates training within ED Regions; projects with high capabilities in R&D and D&U receive supplemental funding to assist in regional training	Regional Networks coordinate training within region and collaboration among projects, TCCP, TCDP, and Teacher Corps Outreach Unit to maximize training effects regionally	Regional Networks conduct training and technical assistance to improve outreach capabilities of all projects; provide linkage with all Teacher Corps outreach agencies
Interaction between groups of projects (regionally or for thematic program interests) for the *spread* and *exchange* of information, to encourage *choice* and facilitate *implementation* assistance	Projects within reasonable proximity meet periodically, exchange personnel or teams for training; projects with strong R&D and D&U capabilities assist TCDP	Regional Networks facilitate meetings of projects and coordinate information sharing; coordinate collaboration among projects in regional "capacity building" for school improvement	Regional Networks conduct meetings of projects for information sharing and exchange of products and practices; provide linkage with TCDP and other outreach resource agencies
Preparation of local information materials, including newsletters, articles, media releases, etc., for *spread* of project information locally	Teacher Corps Communications Project provides guidelines, "how-to" materials, and linkage with local public information agencies	Regional Networks coordinate training of project personnel in use of "how-to" materials; provide linkage with TCCP and other information agencies	Regional Networks provide training and technical assistance as needed for projects in the preparation of effective information materials
Preparation of promotional, instructional, and support materials for *spread* and *exchange* and use in *choice* and *implementation* activities of project-developed innovations	Projects with high R&D capability and D&U commitment receive supplementary funding for outreach; other projects get assistance from TCCP within funding limitations	Regional Networks facilitate collaboration between strong R&D/D&U projects and "adopter" projects; coordinate direct assistance to projects by TCCP, TCDP, educational marketing groups	Regional Networks provide technical assistance in materials preparation or coordinate delivery by TCCP and/or TCDP of highly specialized educational marketing services, and so forth
Documentation and evaluation to provide data on evidence of effectiveness of products/practices for Review and Endorsement assessment process	Local projects use IHE resources or those of nearby Teacher Corps projects with strong R&D capabilities; TCDP assists as possible	Regional Networks coordinate collaboration among projects as necessary to facilitate Review and Network Endorsement processes	Regional Networks provide training and technical assistance in documentation and evalation; direct Network Endorsement process
Validation of evidence of effectiveness of products and practices as prescreening for review by Joint Dissemination Review Panel (JDRP)	TCDP provides referrals for any projects needing assistance (ED Regional offices, Teacher Corps projects with high R&D capabilities)	Regional Networks facilitate validation process for regional projects; provide referrals; forward validated products to program office	Regional Networks provide training and technical assistance in validation procedures; forward validated products to program office
Presentations at local, state, regional, and national meetings of educational organizations and publication in professional journals, etc., to *spread* information and facilitate *exchange*	All projects allocate resources to make presentations to appropriate audiences; the most productive projects receive supplemental funding for presentations and publication	Regional Networks promote participation by projects in regional meetings and collaborate with TCCP in making effective use of publication opportunities by Teacher Corps projects	Regional Networks conduct regional meetings in school improvement and educational personnel training programs; coordinate other regional and national project presentations
Dissemination of innovative materials through state or federally funded dissemination systems to stimulate *exchange* and *choice* activities	All projects make use of ERIC and similar state information systems or networks; eligible projects seek funding from NDN	Regional Networks facilitate submissions by projects to dissemination systems and maintain linkage with state and regional agencies	Regional Networks provide training and technical assistance in accessing various systems; provide linkage between projects and agencies
Operation of demonstration programs (classrooms, inservice centers, etc.) to provide for *exchange* and to facilitate *choice* by potential adopters	All projects conduct some demonstration activities; most productive products get supplemental funding from Teacher Corps program	Regional Networks coordinate collaboration among projects to maximize impact of demonstration activities by Teacher Corps projects in region	Regional Networks provide training and technical assistance to projects in establishing demonstration programs; coordinate with NDN
Providing on-site technical assistance to adopters in the *implementation* of project-developed products and practices	Eligible projects get NDN funding; other productive projects with strong D&U capabilities get supplementary program funding	Regional Networks facilitate collaboration among adopter and demonstrator projects to improve the capabilities of all to assist adopters/adapters	Regional Networks conduct training and technical assistance to regional projects to establish implementation service capability
Commercial publication of effective project developed materials; *spread*, *exchange*, and *choice* done by publisher; *implementation* contracted	Any project with commercially attractive materials can get assistance from publishers; TCDP provides referrals as possible	Regional Networks facilitate interaction with projects and publishers; coordinate technical assistance between projects and TCDP	Regional Networks provide linkage between projects and publication specialists; maintain coordination with other Teacher Corps regions

Policy Recommendations

Certain aspects of the three policy options referred to at the beginning of this section have been implemented in the revisions to the Teacher Corps regulations that are presently under review in the Department of Education; other aspects have been favorably received and would be implemented if sufficient funds were to become available; some suggestions have been rejected as unfeasible under the current legislation establishing the program.

The recommendation to establish outreach performance standards -- prescriptions on the allocation of project operating funds for outreach activities -- has been incorporated essentially in the new design for funding Training and Youth Advocacy projects. Under these regulations, funding for the fourth and fifth years will be limited to projects that "have proven exceptionally successful during the first three years and, because of their high promise, warrant further support to demonstrate and disseminate the educational improvements they have achieved" (Federal Register, Vol. 46, No. 12, January 19, 1981). While these requirements do not apply to the existing projects of Programs 78 and 79, the principle of competing for fourth and fifth year funding for outreach is, in our judgment, very sound. Suggestions for evaluating applications for the fourth and fifth year projects (should any new projects be funded in the future) and contained in Appendix C.

Our recommendation that the Teacher Corps establish a system of differential funding of projects -- to provide additional resources for projects with the demonstrated potential for developing and disseminating effective programs -- was not accepted by the program officials. We were advised that the program's enabling legislation would have to be changed to accommodate such differentiation among projects. The proposed regulations, however, incorporate the essence of the recommendation in two ways: (1) the competition for funding in the fourth and fifth years, and (2) the introduction of a new category of project, the Mathematics and Science Developmental Projects, provide incentives, respectively, to projects that have high levels of commitment to outreach and those with the capability to develop research-based curriculum programs. This incentive -- funding -- is, we believe, much more likely to stimulate improved practice in educational R&D and D&U by Teacher Corps projects than does the current undifferentiated system.

The recommendation to use Teacher Corps program funds to establish outreach support services projects -- to provide training and technical assistance to field projects -- was favorably received by program officials, but budget reductions in the past two years have prevented them from implementing any of the provisions of our design. Table 5 illustrates the range of support activities and mechanisms that we suggested the Teacher Corps establish within the funding limitations of an anticipated (but then unrealized) program budget of $37.5 million. Our recommendations for outreach support services that may be possible if the Teacher Corps program should be continued at a full or partial level of national operations follow.

A RATIONALE FOR TEACHER CORPS OUTREACH

In addition to the mixed-model system design, two other maxims have guided our thinking about Teacher Corps' dissemination needs; we have maintained that the dissemination research literature dictates that two basic principles should be incorporated into the information sharing and dissemination systems design. These are:

- Some form of personal intermediary or linkage is essential to the dissemination process.
- A relatively comprehensive yet flexible external support system is needed to provide crucial materials and in-person utilization assistance.

When, in the 1980 resource projections report, we assessed the readiness and capability of Teacher Corps projects to perform effective outreach against these principles, we made the following predictions about how the projects might perform if left to themselves:

- About one-third of all projects will live up to their capability to produce educational products and practices that are sufficiently effective and innovative to be of interest to a broad range of potential adopters; however, with no technical assistance or external support for outreach it is unlikely that very many will divert project training and program development funds to collect adequate evaluation and other documentation data to establish plausible evidence of effectiveness (many projects are presently eliminating staff positions for documentors and evaluators) nor will they invest in building the kind of personal linkage systems that would enable project staff personnel to assist adopters in implementing project-developed innovations.
- About one-third of all projects might be expected to live up to their potential to produce products and practices that have sufficient positive effects to be institutionalized locally and to be of interest to some potential adopters; lacking the resources, however, to establish the effectiveness of innovations, promulgate information about them to others, or provide assistance to adopters or project-developed products, it is unlikely that many will achieve more than records of local service; the middle-range SCDEs are more likely to engage in successful D&U activities than are the "lower" range IHEs but they are less likely to produce really innovative products and practices (R&D) than the larger institutions.

° About one-third of all projects, deprived of opportunities to learn from other projects and receive training in adapting proven educational products and practices, will not have the capability to develop or implement really effective school improvement and educational personnel development programs, let alone disseminate them to other educational audiences.

In the previous section of this paper we stated that, "there has been no substantial shift in...our judgment about the readiness and capability of Teacher Corps projects to carry out effective dissemination;" we would now soften the harshness of the original (1980) judgment somewhat. This is because of yet another operating principle in our research approach. We have tended to study the Teacher Corps from a sociological perspective, maintaining a deep-seated conviction that, by and large, people behave in the way that they are expected to behave. From this point of view one would suppose that Teacher Corps project personnel will live up to the expectations of the program for institutionalizing and disseminating the educational improvements they develop in the first three of their five years of funding. Our criticism has been leveled at (1) the lack of clear program expectations for project outreach performance and (2) the apparent failure of most projects to prepare adequately for dissemination during their developmental and operational phases. Our judgment, however, has been based in large part upon information supplied voluntarily by project personnel. The performance of most projects in sharing information about innovations has been consistently weak -- only 29.5 percent of the projects supplied usable entries for Teacher Corps Projects At Work, and only about 26 percent of the projects provided really useful program descriptions for Teacher Corps 1981 -- and we have had to rely upon such performance data to reach our conclusions about the likelihood that the Teacher Corps would achieve its "dissemination mandate."

The sociological perspective suggests, then, that Teacher Corps projects will prepare objectives to attain the adoption of adaptation of the educational improvements they have developed by other educators; we are just not very sanguine that the projects will achieve the objectives as well as they could if they had more outreach training and technical assistance available to them.

Incentives for Teacher Corps Project Outreach

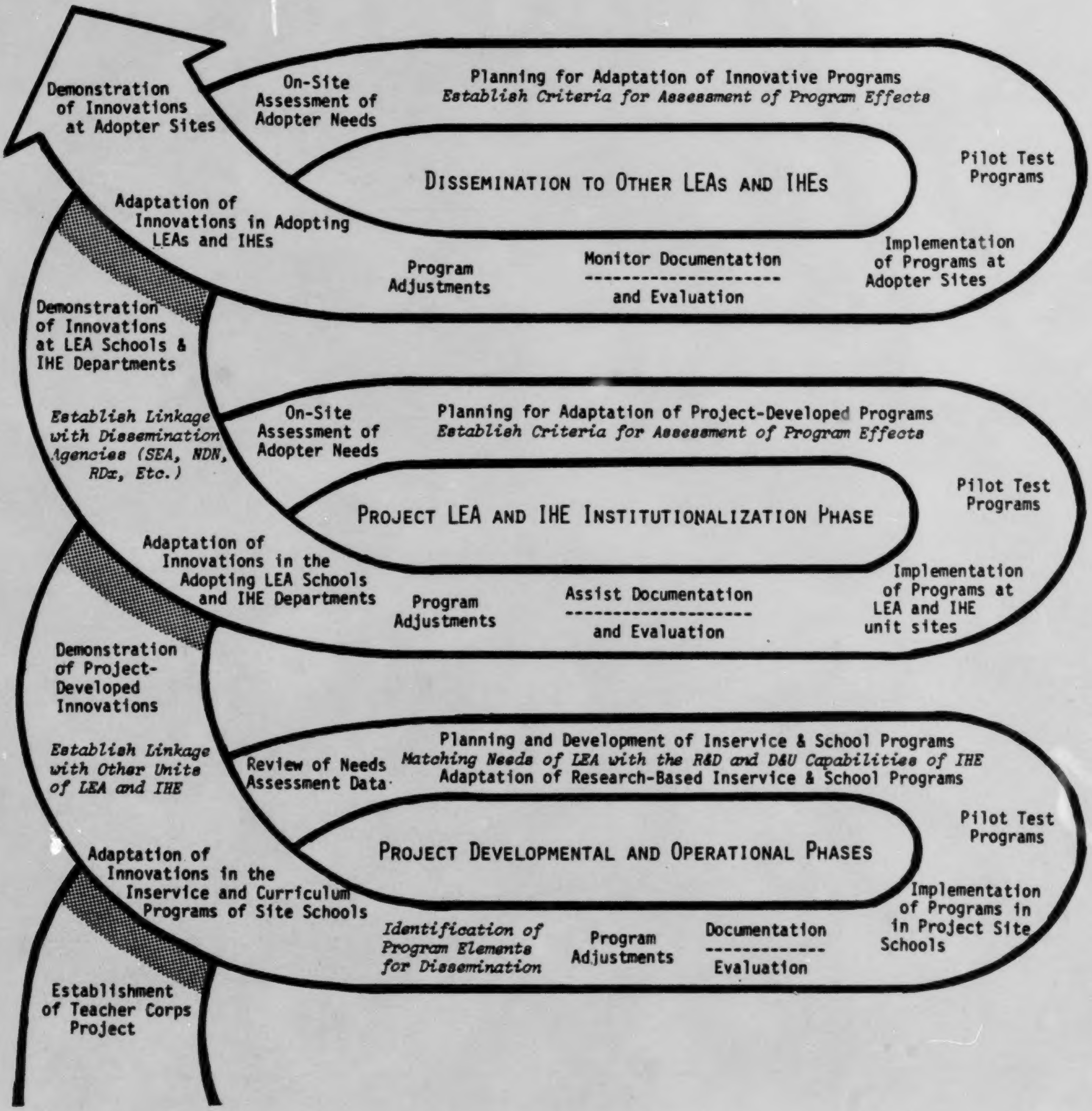
One thing that we learned quite clearly during our visits to Teacher Corps project sites is that very few Corpsmembers regard themselves as "disseminators." Their roles as teachers, teacher educators, school administrators, interns, etc., are generally well established, and their orientation is toward service to the local schools. Few field-based project personnel visualize themselves in roles such as those played by the Developer/Demonstrators of the National Diffusion Network. And yet, when we have discussed the actual practice of dissemination with project personnel, they are capable of "seeing" that the activities involved in helping others implement new processes or practices are much the same whether they take place in a project school or in another school with a similar need for change. They realize that they are in the business of changing schools -- and can relate to the parallels in the activities illustrated in the different "levels" in Figure 2 -- but they maintain a psychological distance from the "salesperson" image that they have of the educational disseminator.

The dilemma for the Teacher Corps program officials is to provide projects with the kinds of support that will enable more Corpsmembers to take on a broader view of the arenas in which they can function effectively; what is needed are strategies to change the self-images of project personnel.

We have worked to provide local project personnel -- through our newsletter and outreach field manuals -- with a broad conception of educational outreach. In the Guidelines for Dissemination of Teacher Corps Products and Practices we provided the definition on page 31:

FIGURE 2

Dissemination As An Integral Part of Planned Change in Education


Demonstration of Innovations at Adopter Sites
On-Site Assessment of Adopter Needs
Planning for Adaptation of Innovative Programs
Establish Criteria for Assessment of Program Effects
DISSEMINATION TO OTHER LEAs AND IHEs
Pilot Test Programs
Adaptation of Innovations in Adopting LEAs and IHEs
Implementation of Programs at Adopter Sites
Program Adjustments
Monitor Documentation and Evaluation
Demonstration of Innovations at LEA Schools & IHE Departments
Establish Linkage with Dissemination Agencies (SEA, NDN, RDx, Etc.)
On-Site Assessment of Adopter Needs
Planning for Adaptation of Project-Developed Programs
Establish Criteria for Assessment of Program Effects
Pilot Test Programs
PROJECT LEA AND IHE INSTITUTIONALIZATION PHASE
Adaptation of Innovations in the Adopting LEA Schools and IHE Departments
Implementation of Programs at LEA and IHE unit sites
Program Adjustments
Assist Documentation and Evaluation
Demonstration of Project-Developed Innovations
Planning and Development of Inservice & School Programs
Matching Needs of LEA with the R&D and D&U Capabilities of IHE
Adaptation of Research-Based Inservice & School Programs
Establish Linkage with Other Units of LEA and IHE
Review of Needs Assessment Data
Pilot Test Programs
PROJECT DEVELOPMENTAL AND OPERATIONAL PHASES
Adaptation of Innovations in the Inservice and Curriculum Programs of Site Schools
Implementation of Programs in in Project Site Schools
Identification of Program Elements for Dissemination
Program Adjustments
Documentation Evaluation
Establishment of Teacher Corps Project

Dissemination involves all the activities whereby the impact of school improvement programs can be extended beyond the local project, activities that are integral to the school improvement process. When it operates as a two-way information exchange process, dissemination can affect school improvement efforts as follows:

- Conducting a needs assessment involves the identification of "targets" to be addressed by the school improvement program development efforts of a project; this also yields the "audiences" for outreach.
- Preparation of project objectives leads to a delineation of baseline conditions that will serve as a basis for assessing change and making claims about program effectiveness.
- Developing a project evaluation design provides parameters for defining levels of educational and experimental "significance," measures that will provide data for establishing the plausibility of information about project effects.
- Implementation of a project's school improvement program (which may incorporate resources or materials identified through educational dissemination systems) provides documentation that can be used to assess program cost effectiveness, estimates of "transportability," and data about program effects on educational personnel and students.
- Institutionalization of program elements is, in effect, an outcome of dissemination efforts at the local level.
- Outreach is the natural extension of the school improvement process. Although in its early stages outreach may not involve a great deal of face-to-face contact with potential clients, it requires the same kinds of personal interaction and perseverence to help adopters adapt project-developed innovations that are needed for local institutionalization.

From this perspective educational dissemination is an outgrowth of an effective school improvement effort. Any effort to improve the capability of Teacher Corps projects to disseminate innovative products and practices would thus have more impact if it is part of a broader program to strengthen the capabilities of projects to accomplish planned change in educational settings. This perspective -- the view of an educational researcher -- holds that dissemination is simply one aspect of all the activities that go into educational knowledge production and utilization (KPU), including research and development (R&D) and dissemination and utilization (D&U); it is the "natural" extension of the school improvement process. This is the conception of dissemination that we have been "sending" to Teacher Corps project personnel in our newsletter and field manuals. From the viewpoint of an educational practitioner, though, dissemination may appear to be rather "unnatural"; there are few incentives (and often disincentives for reaching-out beyond the unit of one's own autonomy, whether it be a classroom, a school, or a school district. The importance of dissemination, in the next county or across the country, pales in the light of the urgency that is "natural" to solving local educational problems. This perspective is not consciously parochial -- it's very much in line with the properties that Miles* (quoted from McKibbin, 1981) has identified -- but it does affect the readiness of many Teacher Corps projects to plan for and carry out serious dissemination programs. Simply transmitting the researcher's more cosmopolitan definition of dissemination to Teacher Corps project personnel does not alter the conditions that shape their outlook.

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*Matthew Miles suggests in "Generic Properties of Schools in Context" that a number of features of American education are essential or universal. These stable properties are central to the character of schools in this country. Six common properties of schools are described here.

1. Vague goals -- A school district's mission usually consists of abstract, long-term goals. This creates difficulty when schools are held accountable by the public for showing specific, measurable outcomes related to their overall goals. For instance, although educating students to be good citizens is a worthwhile goal, measuring progress toward it is difficult.

2. Weak technology -- The knowledge base which influences education practice is often inadequate. Even when research provides new insight into the process of teaching and learning, this information rarely affects classroom activities. Further, students continue to be taught in groups, discouraging instruction which is responsive to individual student needs.

3. Coordination problems -- Because school staff are autonomous rather than interdependent, coordination of district activities and programs is difficult. Instructional and administrative functions are seldom closely related to each other. Many school activities are only indirectly related to educagoals; therefore, monitoring them is often too time-consuming to pursue. →

Bosco and Harring (1981) have also addressed the local service orientation of Teacher Corps projects and the need to "cultivate" more cosmopolitan views toward dissemination. They recognize, as we have, that incentives are needed to encourage the development of outward-looking attitudes. We have suggested that the Teacher Corps employ direct measures -- differential funding of projects -- to reward dissemination activity; Bosco and Harring recommend additional funding for projects that develop worthwhile products and practices. We have also recommended that the Teacher Corps use indirect approaches, provide training and technical assistance to projects to build their capabilities for outreach; Bosco and Harring suggest "drawing upon the knowledge accrued by individuals from various disciplines who have had experience in the product development and dissemination, particularly those available at project sites located throughout the university or college."

Both approaches -- direct and indirect -- are needed. Competition for funding in the fourth and fifth year of project activity will improve the direct impact of program outreach resources invested in outreach because support will be reserved for those projects that have demonstrated high levels of effectiveness in R&D and D&U. Training and technical assistance in preparing for outreach, however, would have the longer-term effect of improving the capability

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4. Relationship with the community -- Schools are vulnerable to local citizen pressure because their existence is dependent on public financing. From the inside, schools seem to be too much at the mercy of community group pressure. From the outside, schools appear to have established protective barriers to citizen influence and public opinion.

5. Guaranteed survival -- Public support for education assures schools a continued, non-competitive existence. This financial security lowers incentives for innovation and reduces the pace of educational change.

6. Complex educational system -- Education agencies from the national to the local level are interconnected in a decentralized structure that is hard to change. Agencies at each level exert influence on those at all other levels.

of projects to develop and demonstrate the effectiveness of educational products and practices. A balanced program of direct and indirect support would, we judge, contribute both to improved outreach performance and to the development of more cosmopolitan views toward dissemination by project personnel.

AN OPTIMAL DISSEMINATION SYSTEM FOR THE TEACHER CORPS

Our recommendations for maintaining information sharing and dissemination systems for five years are presented in three sets, each related to one of the structural elements of the Teacher Corps. These are:

1. Teacher Corps projects (assuming that the Programs 78 and 79 projects will continue their work beyond fiscal year 1981);
2. Teacher Corps Washington program office (assuming that at least some program operations will continue into fiscal year 1982); and
3. Teacher Corps support services projects (assuming that some funds will be available for training and technical assistance to the projects for improving outreach capabilities).

* * *

1. Among the alternatives for improving the outreach performance of Teacher Corps projects we regard the following project-related requirements, activities, linkages, etc., to be worthy of serious consideration by the program officials:

- Establish outreach performance standards for projects funded in Programs 78 and 79 to meet for fiscal year 1982 continuation;
- Publish criteria for fourth and fifth year grant awards for Training and Youth Advocacy projects that may be funded under the revised program regulations;
- Projects should be directed to prepare budget requests that allocate specific sums for dissemination planning, product review and validation, building linkage with dissemination agencies, and specific outreach activities; and
- Projects should initiate informal networking activities with other nearby Teacher Corps projects to enhance the sharing of information, consolidation of appropriate training activities, exchange of information on program developments, and so forth.

Estimates of the resources necessary to achieve these objectives follow.

Outreach Performance Standards. Although our recommendation to establish a system of differential funding among Programs 78 and 79 projects on the basis of capability for educational R&D and commitment to D&U was not accepted by the Teacher Corps program officials when it was submitted last year, we continue to advocate such a revision of the current rules and regulations for one simple reason:

> There is no point in funding projects for institutionalizing and disseminating educational improvements if they have not developed any products or practices that are worthy of adoption or adaptation by other educational agencies or institutions.

We recommend that Program 78 projects applying for their fifth year of funding be required to provide convincing evidence that they have developed and institutionalized a product or practice that results in a significant improvement in teaching practice, student learning, organizational efficiency, or the like, and which shows strong promise for adaptation and use by other educational agencies or institutions.

We recommend that Program 79 projects applying for their fourth year of funding be required to provide convincing evidence that they have developed and evaluated a product or practice that results in a significant improvement in teaching practice, student learning, organizational efficiency, or the like, and which shows substantial promise for adaptation and use by other educational agencies or institutions.

We estimate that the Teacher Corps program will have approximately $706,250 of fiscal year 1981 funds to use for support services to projects ($20,793,750 of the $21,500,000 appropriation presently anticipated will go to project grant awards). If the program were to be continued at the same level of funding in fiscal year 1982, and if some of the Program 78 and Program 79 projects were to be discontinued because they did not demonstrate adequate potential for effective dissemination, then additional funds would be available to enhance the impact of the outreach activities that were performed by projects with effective products and practices to share with others. The table on the next page suggests, if some of the current projects were not to be refunded, how much might then become available (1) to fund support services projects, (2) to supplement the grants of exceptionally productive Teacher Corps projects, (3) to fund new-start projects, or (4) any combination of these.

TABLE 6

Teacher Corps Program Funds That Could Be Made Available
If Various Percentages of Program 78 and Program 79 Projects
Were Not To Be Funded in Fiscal Year 1982

Hypothetical Percentages of Projects Not Funded in Fiscal Year 1981	Number of Program 78 Projects (Out of 79)	Amount of Award Fund (@ $150,000) Available (Thousands of Dollars)	Number of Program 79 Projects (Out of 53)	Amount of Award Funds (@ $168,750) (Thousands of Dollars)	Total Amount Available for Support of New Projects or Outreach (Thousands)
10	8	$ 1,200	5	$ 844	$ 2,044
20	16	2,400	11	1,856	4,256
30	24	3,600	16	2,700	6,300
40	32	4,800	21	3,544	8,344
50	40	6,000	27	4,556	10,556

Our study leaves us no doubt that 20 to 30 percent of the Programs 78 and 79 projects could quite justifiably be denied funding for their institutionalization and dissemination years in fiscal year 1982. In fact, we would not be at all surprised if 10 to 20 percent terminated their grants voluntarily when they realized that they would be required to provide the type of justification that we have recommended in their grant continuation applications. Such a step would provide a clear statement that the Teacher Corps program was living up to the expectation of the Congress to increase program emphasis on demonstration and dissemination of educational improvements.

Criteria for Fourth and Fifth Year Funding. We strongly urge that Teacher Corps program officials carry through with the implementation of the proposed changes in the program rules and regulations that will make funding for the fourth and fifth years contingent on the development of processes and products that can be shown to be of exceptionally high quality and are worthy of demonstration and dissemination. As indicated in the preceding paragraphs, we would also amend the current rules and regulations to require Programs 78 and 79 projects to live up to such standards.

We recommend that projects be required to provide convincing evidence of rigorous, systematic evaluation of the effects of products and practices. The guidelines for preparing the fourth and fifth year continuation grant applications should direct projects to prepare detailed summaries of the results of their evaluations making use of the criteria provided in our Handbook for Review and Validation of Teacher Corps Products and Practices (Far West Laboratory, 1981. We would suggest also that the standards for assessing the evidence presented in the applications be increased in rigor between the fourth and fifth years of funding. Appendix C contains the requirements that we would provide to projects in the memoranda for preparing continuation grant applications.

We recommend that projects also be required to provide information for the Teacher Corps directory as part of their continuation grant applications. The program directory data form that we used for Teacher Corps 1981 is contained in Appendix B; it or a similar form should be included with the memoranda providing guidelines to projects for preparing their continuation applications.

The directory descriptions should provide information about the content of inservice training programs as well as organizational patterns. The three "Domains of Inservice" training programs defined by Hutson (1981) should be made known to projects (perhaps as an attachment to the memoranda on preparing continuation grant applications) so that projects will provide information about (1) the organizational/procedural aspects of the project such as the administrative (political) relationships between LEA and IHE; (2) the substantive dimensions of the project, such as criteria for evaluation of the effectiveness of processes and products, processes used in the delivery of the training program, and the subject matter and pedagogic content; and (3) the conceptual/philosophical basis of the program, such as Organizational Development, mastery learning, behavior modification, cognitive development, and so forth. References to educational theories, adaptations of research-based programs, published programs, and the like should be included in the Information section of the data form.

Budgeting for Outreach. Teacher Corps projects should begin planning for dissemination early in the life of a project and allocate sufficient personnel and fiscal resources to the development of outreach capabilities. The set of tasks we have provided for projects in the Teacher Corps Dissemination Checklist can serve as a basic analytic tool for projects to make determinations of the amounts of project funding that should go to outreach preparation. When projects regard dissemination as an integral part of their total school improvement and educational personnel development programs, they will be more likely to devote sufficient resources to it.

To accelerate that process, however, *we recommend* that the Teacher Corps program officials direct projects to allocate ten percent of their budgets in the first year of a project, twenty percent during the second and third years, and then at least seventy-five percent in the fourth and fifth years for outreach planning, preparation and training, and for the conduct of dissemination activities. These funds would be alloted to accomplish -- or to secure assistance by specialists as needed -- tasks associated with designing or adapting programs to meet local needs, defining criteria for assessing the effectiveness of programs, evaluating the effects of processes and products against project objectives, reviewing and validating innovative products and practices, packaging educational programs, designing promotional and other information materials, operating demonstration facilities, conducting presentations, and providing technical assistance to adopters of the program elements.

Projects should be required to detail budget estimates for outreach planning and capability building activities and to document the accomplishment of all related activities. In particular, fourth and fifth year funding should be contingent upon clear evidence that projects have devoted serious planning to outreach and have invested sufficient resources to develop the personnel and material capability for it.

Table 7 suggests the scale of expenditures that might be devoted to Teacher Corps outreach activities _if_ the set of circumstances assumed in the calculations were to be in the program's future. The conditions represent what is clearly a "best-case" situation for the Teacher Corps -- a set of circumstances that do not appear to be very likely ever to eventuate -- and include the following assumptions:

- The Teacher Corps program will continue in existence; it will not be absorbed in a block-grant program;
- The level of program funding will remain at $21.5 million for fiscal years 1981 and 1982, then rise to $25 million in 1983, and grow afterward by $5 million each year to a level of $40 million in 1986;
- The level of the typical grant awards for projects can be increased (even at the program funding level of $21.5 million) _if_ the number of Program 78 and Program 79 projects is reduced (as suggested above) by denying fourth and fifth year funding to projects that do not have any products or practices worth institutionalizing or disseminating;
- Funding new-start projects in fiscal year (FY) 1982 is possible _if_ the number of Programs 78 and 79 projects is reduced by 30 percent or more (see Table 6) in FY 82;

TABLE 7

Hypothetical Teacher Corps Program and Project Expenditures on Outreach Planning and Activities, Fiscal Years 1981 to 1986, in Thousands of Dollars.

Fiscal Year	Teacher Corps Projects (See Note 1)			Estimate of Teacher Corps Program Appropriation (See Note 2)	Estimate of Typical Grant to be Awarded Each Project	Estimate of Program Funds Alloted for Projects (See Note 3)	Estimate of Balance of Appropriation (See Note 4)	Percentage of Project Grant Funds Alloted to Outreach	Estimate of Amount of Project Grant Funds Devoted to Outreach	Estimate of Total of Project and Program Funds Devoted to Outreach
	Program (Cycle)	Number of Projects	Year of Operations							
1981	78	79	4	$ 21,500	$ 150	$ 11,850	$ 706	75	$ 8,888	$ 11,383
	79	53	3		169	8,944		20	1,789	
1982	78	55	5	21,500	125	6,875	2,225	75	5,156	13,431
	79	37	4		200	7,400		75	5,550	
	82	40	1		125	5,000		10	500	
1983	79	33	5	25,000	150	4,950	5,050	75	3,713	11,263
	82	40	2		250	10,000		20	2,000	
	83	40	1		125	5,000		10	500	
1984	82	40	3	30,000	250	10,000	5,000	20	2,000	9,500
	83	40	2		250	10,000		20	2,000	
	84	40	1		125	5,000		10	500	
1985	82	36	4	35,000	200	7,200	2,800	75	5,400	12,700
	83	40	3		250	10,000		20	2,000	
	84	40	2		250	10,000		20	2,000	
	85	40	1		125	5,000		10	500	
1986	82	33	5	40,000	150	4,950	2,850	75	3,713	16,463
	83	36	4		200	7,200		75	5,400	
	84	40	3		250	10,000		20	2,000	
	85	40	2		250	10,000		20	2,000	
	86	40	1		125	5,000		10	500	

Notes:
1. Assumes that 30 percent of Programs 78 and 79 projects will not be refunded in fiscal year 1982 (see Table 6), that the Teacher Corps program will be continued in the Department of Education, and new projects will be funded.
2. Assumes that the Teacher Corps appropriation will stay at $21.5 million through FY 1982 and then be increased.
3. Assumes that project support will be increased as available program funds increase.
4. The balance of the estimated appropriation after project operating funds are subtracted.

- Projects will receive specific directions to allot significant proportions of their operating budgets for outreach; continuation grant application budgets should detail how projects will spend 10 percent of their first year awards on outreach planning, 20 percent on capability building during the second and third years, and 75 percent on demonstration and dissemination during the fourth and fifth years of operations;
- Most of the balance of each year's appropriation, after project operating grants have been made, will be allocated to contracts for outreach support services (discussed in the following section); this figure varies from $706,250 for FY 81, estimates of $5 million in FYs 83 and 84, and would level off in FY 86 at $2.85 million; and,
- The "extra" outreach support services funding during FYs 83 and 84 will be devoted to building the capability of the Teacher Corps program office staff -- and cognizant dissemination agencies in the ED Office of Educational Research and Improvement (OERI) -- to provide training and technical assistance to Teacher Corps projects in educational dissemination.

Informal Networking by Teacher Corps Projects. In the absence of any formal dissemination networking structure -- certain to be the case throughout FY 81 and likely thereafter unless the number of projects is reduced -- Teacher Corps projects should be directed to maintain contact with other projects (within reasonable proximity) to provide at least some means for sharing information, for consolidating training efforts whenever feasible, and for assistance in outreach activities. In our 1980 resource projections report we had written about the worth of "networking" as follows:

> The system of Teacher Corps regional networks that operated through mid-1980, as we indicated at the beginning of this report, was to have played a central part in the information sharing and dissemination systems for the Teacher Corps. Many of our advisors, although certainly not all, judged that the regional network system provided definite benefits to project operations and had potential for providing the stimulus for outreach -- through peer pressure, institutional rivalry, professional interaction, and the like -- that is missing when projects work in isolation from one another. One reviewer stated that the regional networks spread the program resources too thinly whereas another thought our case for a minimal outreach system without the personal linkage supplied by network interaction was "fatally flawed." Special purpose groups of projects, such as the Youth Advocacy Loop and Research Adaptation Cluster, also provided for professional stimulation, although the potential for facilitating outreach activities was not so readily apparent.

We recommend that the Teacher Corps Washington program officials direct all projects to prepare objectives that detail contact with other Teacher Corps projects, other educational professional development programs (such as Teachers' Centers), educational dissemination system representatives (such as the State Facilitators [SFs] in each SEA), and other support agencies (such as the regional educational R&D laboratories, RDx, and so forth), to broaden the base of knowledge and technical resources that can be utilized by projects as they undertake outreach. Projects should assume responsibility for increasing their capabilities for educational outreach.

* * *

2. In the event that the Teacher Corps Washington program office is retained -- to preside over the completion of the grants to the Programs 78 and 79 projects or to monitor the existing projects and new-start projects that may be funded in the future -- we regard the following recommendations for changes in the operations of the program office as worthy of serious consideration:

- Establish an Outreach Branch in the Teacher Corps program office to oversee dissemination support services activities and maintain liaison with federal and state dissemination systems;
- Appoint program office coordinators to maintain personal liaison with major federal outreach agencies; and
- Recruit or train a Dissemination Specialist for service in the Washington Teacher Corps program office.

These recommendations are arranged in descending order of the priority we would assign to their implementation: to maximize the message to national policymakers that the Teacher Corps was taking the demonstration and dissemination "mandate" very seriously, the program office should be reorganized to reflect the new emphasis; on the other hand, the designation of a single staff person as the Teacher Corps Dissemination Unit will give another message entirely.

Teacher Corps Outreach Branch. In the 1980 resource projections report and two others, Teacher Corps Program Dissemination Unit Activities (submitted 6 March 1981) and Recommendation for Teacher Corps Washington Screening of Products (submitted 10 August 1979), we recommended that an Outreach Branch -- headed by an Associate Director of the program -- be established to coordinate the work of any support services projects that may be established and to maintain liaison with representatives of federal and state dissemination systems. The Outreach Branch would be staffed by program personnel who were specialists in educational dissemination able to devote full time to improving the outreach capabilities of projects.

The costs of establishing an Outreach Branch in the Washington office of the Teacher Corps will have to be projected in terms of Department of Education personnel assignments; given the likelihood of future reductions in the work force of the Department, a reorganization of the program staff would likely require the reassignment and training of current staff personnel rather than the recruitment of personnel with training and experience in educational dissemination. At the very minimum we recommend that a full-time Teacher Corps program staff person be assigned to provide leadership in building the capability of the other Washington program staff to assist projects in realizing the demonstration/dissemination mandate. We would regard the assignment of three full-time personnel as more appropriate for accomplishing the tasks that we have identified for the Outreach Branch.

One of the major functions of the Teacher Corps Washington staff that we addressed in our study is that associated with the "national screening process" for products and practices developed by projects. We have assumed throughout the life of our project that the Project Monitor represented the Teacher Corps program staff person serving in what the Request for Proposal referred to as the Teacher Corps Washington Dissemination Unit. The RFP stated:

> From the schematic [on page 14 of 24 of Attachment "C"], one can see that the product and/or practice once validated by a network, is submitted to the Teacher Corps Washington Dissemination Unit (located in the Development Branch). The contractor will design a process which can be adopted by that unit to reach decisions regarding further validation and dissemination of products, practices and other outputs that are submitted to it. It is particularly important that quality control is addressed in detail. It is at the national level, when networks submit validated products for broader dissemination, that issues of consistency of quality control across products must be resolved before Teacher Corps endorses anything for distribution beyond its own community.

Our recommendations for operating the "national screening" mechanism are detailed in our March 1981 report, Teacher Corps Program Dissemination Unit Activities. Essentially, these dealt with the duties of a program staff person, designated as the JDRP/NDN Coordinator, who would be responsible for:

- Liaison with the Joint Dissemination Review Panel (JDRP) and the National Diffusion Network (NDN);
- Program submissions of products and practices for JDRP Review;
- Assistance to projects in preparing proposals to the NDN for products and practices that have been identified as exemplary by the JDRP;
- Assistance to projects seeking to copyright materials;
- Assistance to projects seeking publication clearance through the Office of Public Affairs in the Department of Education; and
- Liaison with the NDN State Facilitators (SFs) to help promote two-way communications with projects in all of the states.

The duties described under the next two recommendations would also be accomplished by personnel of an Outreach Branch; they are separated here merely to indicate how the dissemination functions would be accomplished if they were to be spread out among staff personnel in the current administrative configuration of the program office.

Coordinators with Federal Dissemination Agencies. If an Outreach Branch is not established in the program office, we would recommend that personal liaison be established and maintained between the Teacher Corps and representatives of the major federally supported dissemination systems. In a technical report entitled Negotiated Arrangements With Ongoing Dissemination Systems, submitted 6 March 1981, we dealt at length with the RFP requirement to explore the need for formal links between the Teacher Corps and various outreach agencies supported by the Department of Education. In that paper we stated that:

> Program staff personnel should be designated to maintain ongoing linkage with at least the following: ERIC, JDRP/NDN, RDx, Teacher Centers, Basic Skills, and SEA Teacher Corps liaison persons. This might require some modification of the existing job descriptions for Program Specialists but, in our judgment, would certainly be worthwhile.

Contact persons for these dissemination systems -- as well as staff personnel of 69 outreach agencies and 46 educational associations that we contacted -- are identified in the manual that we produced for the projects, Guidelines for Dissemination of Teacher Corps Products and Practices. Our advice to the program office has developed over the course of several different technical reports; in the last one we wrote:

> We have progressed from the suggestion that Teacher Corps designate a program office staff person as the JDRP Coordinator...to a broader recommendation for designating several different dissemination system coordinators...to an exhortation for Teacher Corps progam office personnel to establish personal interaction with staff members of all federally supported dissemination systems.... In each stage of the development of our policy recommendations, however, we have maintained that "there does not seem to be a need for precise, formal arrangements for establishing operations between Teacher Corps and ongoing dissemination systems".... We judge that our efforts to introduce the Teacher Corps program office staff to the variety of federally supported dissemination activities in two different training conferences (7-9 November 1979 and 8-10 December 1980) have provided the opportunity to establish effective liaison with dissemination agencies. Whether or not such linkage is in fact established will depend more upon the development and implementation of firm Teacher Corps program office policy than any set of formal relationships that we might negotiate in behalf of the program.

As with the recommendation to establish an Outreach Branch, the cost of maintaining liaison with various dissemination agencies will be in terms of Department of Education employee assignments and will not involve any direct outlay of program funds. We believe, however, that it's program money well spent.

Teacher Corps Dissemination Specialist. The very minimum commitment that the Teacher Corps program office could make to the coordination of outreach would be the appointment of a staff person to serve as the program Dissemination Specialist. This individual would be charged with all of the program office outreach tasks that have been discussed to this point, a workload that -- given the optimal circumstances that would accompany the survival of a national Teacher Corps program -- would most likely be too much for one person. In a situation in which the program was "winding down," however, a competent individual could handle much of the day-to-day routine of liaison with dissemination agencies, information sharing among projects, etc., if that were that person's sole responsibility. We published a hypothetical account of how such an enterprising Dissemination Specialist might operate in our 1980 resource projections paper: "A Day in the Life of DEE ESS," included with this report as Appendix D.

The cost of a program Dissemination Specialist is also to be determined in terms of the assignment to the role of a Department of Education employee and would not involve any direct expenditure of program appropriation funds.

* * *

3. Any Teacher Corps support services projects that may be established, if the Teacher Corps program should survive beyond the beginning of fiscal year 1982, should, in our judgment, focus upon dissemination. The level of project operations will, of course, depend upon the amount of funding that may be available to support the training and technical assistance that is needed by the projects. The principle functions of Teacher Corps outreach support services projects that we deem worthy of consideration by the program officials are presented below:

they are in the order of priority (most important first) that we would suggest be weighed in decisions about supporting specific activities:

- Stimulation and maintenance of information sharing activities among Teacher Corps projects;
- Training for Teacher Corps project personnel in outreach planning, educational product packaging and marketing, linkage functions, providing technical assistance to adopters, etc.;
- Technical assistance to projects to build capabilities for outreach planning, packaging, linkage, etc.; and
- Networking among projects and other school improvement and educational personnel development programs.

These support services were discussed at length in our 1980 resource projections report (pages 44 to 77), and costs were projected for minimum, middle, and maximum levels of support. At one end of that spectrum we projected the costs of a "bare-bones" program of essential services, and at the other we outlined what would be a comprehensive system of site-specific support services. A brief overview of these alternatives may be gained from Table 5 on page 23 of this report; the third through the twelfth of the thirteen activities listed in the table relate to the outreach support services that are reconsidered here.

Information Sharing Among Projects. We have been very critical of the reluctance of some Teacher Corps projects to provide information about their products and practices. But, as was discussed earlier, the educational researchers' viewpoint that we hold of the importance of dissemination in all phases of project operations cannot be assumed to have permeated the world-views of all projects in the country. We have become increasingly convinced that the Teacher Corps program must make use of external support services projects and manipulate direct incentives to improve the information sharing performance of project personnel.

While we no longer recommend separate projects for communications and dissemination support -- we would consolidate as many of the activities as could be supported under the management of a single project -- the 1980 descriptions of a "Communications Project" and a "Diffusion Project" are still useful to lay-out alternatives for means to support training and technical assistance. At a very minimum a support services project should be established to stimulate information sharing among Teacher Corps projects and operate as many information media as funding may permit. In the 1980 report we conceived of a project of this sort and estimated annual costs as follows:

> We recommend that a Teacher Corps Communications Project (TCCP) be established for a three- to five-year period through competitive responses to a Request for Proposal (RFP), a process that we believe will result in securing the most competent personnel for the task of providing information services to projects, regional units, and the program office. Professional and support staff costs (including institutional overhead and facilities) are estimated on the basis of $60,000 per person-year. Production costs for publications, services, and so forth are estimated on the basis of anticipated volume.

Mechanism of Activity	Minimum	Medium	Maximum
Project Staff (3, 4, 5 person-years)	$180,000	$240,000	$300,000
Program Directory (Minimal, as at present with basic data on projects, on project innovations, services, etc.; at optimal level of outreach support the directory is part of computer database information system which can be updated periodically)	6,000	10,000	10,000
Archive collection of program materials (storage, cataloging, etc.); collection, exchange, clearinghouse services improve at different levels	10,000	20,000	30,000
Catalog of project-developed products and practices; annual publication at minimum level to computerized database Teacher Corps Practice File at optimal level of support	6,000	8,000	10,000
Newsletter about promising practices, etc., 4, 6, or 10 issues at different levels of outreach support	8,000	12,000	20,000
Direct communication service to projects	----	10,000	20,000

Training and Technical Assistance for Outreach. The mechanism that was envisioned in the 1980 report for providing both training and technical assistance to projects was described as follows:

> We recommend that a Teacher Corps Diffusion Project (TCDP) be established through competitive responses to an RFP issued by Teacher Corps for a three- to five-year contract. We believe this process will secure the most competent personnel to perform the highly specialized services envisioned for this project; these include training and technical assistance in all phases of school improvement program planning, development, evaluation, adaptation, and dissemination. At low levels of outreach program support, TCDP project personnel will focus more on coordinating the collaborative interaction among Teacher Corps projects with different levels of capability for educational R&D and/or commitment to knowledge D&U to maximize the effects of program outreach. Funds should be alloted for direct support of assistance in cases where there are many more adopter projects in a given area that can be served by developer/demonstration projects in the region. As higher levels of support become possible, the TCDP would be increasingly able to provide direct service to projects rather than brokerage and referrals that would be characteristic of the minimum level of operations. Such services include:
>
> - Assessment of educational products and practices for Project Review and Network Endorsement processes;
>
> - Validation of the evidence of product effectiveness in the prescreening process for JDRP review;
>
> - Maintaining linkage with state, regional, and federal dissemination systems, clearinghouses, and networks;
>
> - Establishing means for improved D&U among Teacher Corps IHEs and other SCDEs throughout the country (alternatives include support of new unit within NDN or setting up a separate D&U program for IHEs); and
>
> - Assistance to projects in identifying potential audiences for dissemination, packaging educational materials, marketing practices, educational linkage functions, implementation assistance, and so forth.

	Levels of Program Support		
Mechanism of Activity	Mimimum	Medium	Maximum
Project Staff (6, 10, and 6 person-years; many technical assistance and training functions assumed by Regional Outreach Support Networks in optimal configuration)	$360,000	$600,000	$360,000
Consultant fees and travel for technical assistance in product assessment; program development, documentation, evaluation, demonstration; marketing, packaging, and so forth (focus shifts to the regional networks capabilities at optimal level of support)	300,000	500,000	200,000
Support for Teacher Corps projects with exceptional R&D capability and/or commitment to D&U to provide assistance to Teacher Corps projects with less capability (need diminishes with increase in capability of other outreach support units)	500,000	300,000	100,000
Establishing and operating a system for improving D&U school improvement programs among Teacher Corps IHEs and other SCDEs nationally (regional networks perform the function in optimal configuration)	100,000	200,000	100,000
Training and technical assistance to projects, and increasingly as the levels of outreach support increase, to the Regional Outreach Support Networks	200,000	150,000	100,000

Networking Among Teacher Corps Projects. Again, the 1980 resource projections report is useful to identify the range of outreach support functions that may be served by different sorts of projects. Of regional networks we wrote:

> The system of Teacher Corps regional networks that operated through mid-1980, as we indicated at the beginning of this report, was to have played a central part in the information sharing and dissemination systems for Teacher Corps. Many of our advisors, although certainly not all, judged that the

> regional network system provided definite benefits to project operations and had potential for providing the stimulus for outreach -- through peer pressure, institutional rivalry, professional interaction, and the like -- that is missing when projects work in isolation from one another. One reviewer stated that the regional networks spread the program resources too thinly whereas another throught our case for a minimal outreach system without the personal linkage supplied by network interaction was "fatally flawed." . . .
>
> Our recommendations for the system of Regional Outreach Support Networks, defined below, should not, however, be construed to mean that we advocate simply reestablishing the previous regional network system. Though some of the networks, in our judgment, helped projects prepare for the "future" tasks of institutionalization and outreach -- and did very creditable jobs in training, establishing liaison with state dissemination agencies, providing linkage for projects with information resources, and so forth -- others did nothing. We recommend that any future Teacher Corps investment in networking be made solely on the basis of providing means for the best available training and technical assistance in all the elements of developing and "delivering" successful school improvement programs. . .

Regional Outreach Support Networks	Estimated Annual Costs	
	Medium	Maximum
Costs determined on the basis of different ratios of Network staff personnel to projects in various regional configurations; the basic principle is to concentrate help where it is most needed	$3,034,000 to $3,124,000	$4,329,500 to $4,452,000
	Costs Projected Over Five Years	
	$21,398,000	$30,719,000

The cost projections in the 1980 report involved complicated estimates of the amounts that would be required to support network staff personnel in two different ratios to the number of projects served (1:15 and 1:10) in three different geographic groupings of states; the figures above represent the ranges of costs determined in this way.

We recommend that the Teacher Corps program endeavor to establish a system of regional networks whenever sufficient program funds become available to supplement the technical assistance and training that may be provided by an outreach support services project.

In summary, we believe that an optimal Teacher Corps dissemination system should:

- Direct the allocation of adequate project resources to prepare for and carry out dissemination;
- Provide, through a contractor, technical assistance to projects in all aspects of program development, implementation, evaluation, and dissemination;
- Provide, through a system of regional networks, a forum for projects to share information and interact with other school improvement (SI) and educational personnel development (EPD) programs;
- Develop the capability of Teacher Corps program office and other Department of Education SI and EPD program staff personnel to provide support services in program development and outreach; and;
- Stimulate the improvement on EPD programs nationally by coordinating the R&D and D&U activities of Teacher Corps projects with other EPD and school administrative research efforts.

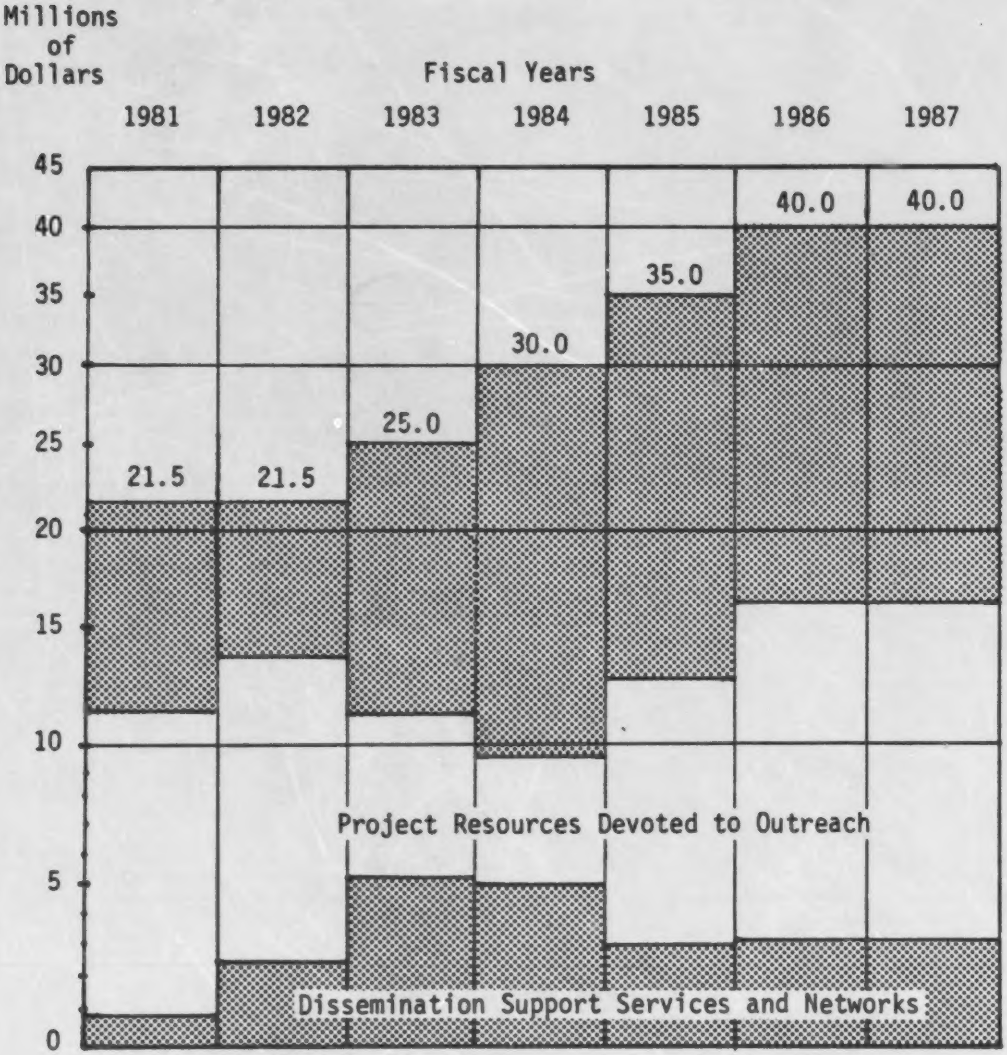
Present Prospects for Funding Outreach Support Projects

In the light of diminishing appropriations for the Teacher Corps program the cost estimates of what a year ago we considered to be "essential" outreach support services now seem to be comparatively high. Although Teacher Corps program officials have indicated that they would support dissemination support services projects if funds were available we note that of the date of this report only two "extra" services are being provided for projects: (1) the National Council of States on Inservice Education (NCSIE) and (2) Regional Teacher Corps Conferences to bring project personnel together. From our perspective, neither of these activities will provide the kinds of outreach support services really needed by the projects. While the NCSIE does indeed build linkages between staff development officials in the state education agencies (SEAs) and Teacher Corps program officials, we have not been able to ascertain any "trickle-down" effects of these relationships on project outreach readiness. The Regional Conferences, while they have a positive effect on the morale of some Corpsmembers who are interested in maintaining ties with other members of the Teacher Corps "Family," do not contribute much to the improvement of the capability of projects to engage in effective outreach. We suggest that the funds currently alloted to these activities might better be spent in providing outreach support services to projects. But the amount involved, we estimate that it is just a little over $700,000, is really not much when one considers the estimates for support services projects and networks that we made in the 1980 resource projections report. Not much can be done with that amount. We have come to the conclusion that more dramatic steps must be taken if the Teacher Corps program is (1) to achieve any significant dissemination of project-developed innnovations and (2) demonstrate the potential of the program for making substantial contributions to school improvement and educational personnel development efforts in the United States.

Table 6 (page 37) and Table 7 (page 41) provide estimates of the amounts of the program funding that could be utilized for outreach support if the nonproductive projects in Programs 78 and 79 were to be denied funding in FY 82. While these data are hypothetical -- and are based upon some rather uncertain assumptions about the continuation of Teacher Corps and increases in its appropriations -- they represent the results of the kind of dramatic steps that we believe are necessary to demonstrate the impact of the program. The data from the two tables have been consolidated into the bar graph that is shown in Figure 3 (next page). This illustrates the proportions of the total of program funds that might be said to be devoted to outreach activities. If the program is continued and if the appropriation should rise steadily to $40 million by FY 86, then the outreach expenditures would "level-off" in 1986-87 at about $16.5 million annually, approximately 40 percent of the total.

FIGURE 3

Hypothetical Proportions of Teacher Corps Appropriations for Fiscal Years 1981 to 1987 for Project Grant Awards (Top Shaded Area), Project Resources Devoted to Outreach (Center White Area), and Program Funds Allocated for Dissemination Support Services and Regional Networks (Bottom Shaded Area) in Millions of Dollars. (Vertical Axis in Semi-Logarithmic Scale)



NOTE: Grant awards to projects include both the top shaded area and the center white area; the latter indicates the proportion of the total program appropriation that is recommended for allocation to outreach.

Of the $16,463,000 that might be said to be devoted to Teacher Corps outreach in FY 86 and thereafter, $13,613,000 comes from project funds allocated to dissemination activities and $2,850,000 is provided by the program for the support of outreach technical assistance projects and networks. The ratio between project and program resources here is approximately 5:1.

Goals for Teacher Corps Outreach

It would be very nice -- for us who have been charged with the task of projecting resource requirements for Teacher Corps dissemination and for the program officials who must deal with the events in the months to come -- if we knew what was in store for the program. Because, however, we do not know how much money will ultimately be appropriated or for how long, it is necessary to set down our best advice for improving the outreach performance of Teacher Corps projects in a concise way and hope that the program officials will be able to exercise some degree of freedom in formulating policy. In this part of the report we will draw together all of the foregoing recommendations and indicate what we think will be the immediate effects and longer term results of each if it should be implemented.

RECOMMENDATION ONE

Establish outreach performance standards for fiscal year 1982 grant continuation for the projects in Programs 78 and 79.

Implementation. Even it it were necessary to amend the current rules and regulations governing grants to Teacher Corps projects, the timely issuance of outreach performance standards would enable the program officials to exercise critical judgment in awarding grant continuations for the existing projects:

> Program 78 projects applying for the fifth year of funding should be required to provide convincing evidence that they had developed and institutionalized products and practices that resulted in significant improvements in teaching practice, student learning, organizational efficiency, etc., and which show strong promise for adaptation and use by other educational agencies or institutions.

> Program 79 projects applying for the fourth year of funding should be required to provide convincing evidence that they had developed and evaluated products and practices that resulted in significant improvements in teaching practice, student learning, organizational efficiency, etc., and which show substantial promise for adaptation and use by other educational agencies or institutions.

Fiscal year 1982 grant continuation applications of Programs 79 and 79 projects should be evaluated against strict standards of the potential for institutionalizing and disseminating processes and products that are shown to be of exceptionally high quality and are worthy of demonstration and dissemination.

Effects. If 30 percent of the existing Teacher Corps projects (24 in Program 78 and 16 in Program 79) were to be denied funding in fiscal year 1982, $6,300,000 would be available to (1) fund support services projects, (2) supplement the grants of exceptionally productive Teacher Corps projects, (3) fund new-start projects, or (4) any combination of these alternatives.

If 40 new-start Program 82 projects were to be funded, the Teacher Corps program would be able to regain some of the loss in momentum that came with the inability to fund new projects in 1980 and 1981, and to provide leadership in improving teacher education practices.

By funding only those Programs 78 and 79 projects that had processes and products worthy of demonstration and dissemination, the Teacher Corps program would demonstrate clearly that it had accepted both the letter and the spirit of the Congressional mandate to become a demonstration program. It would also provide a clear message to project personnel and potential project personnel that Teacher Corps was serious about the Fourth Outcome, the adoption or adaptation of educational improvements achieved by its projects.

RECOMMENDATION TWO

Implement the proposed amendments to the Department of Education regulations governing Teacher Corps grants to institutions of higher education and local education agencies to require new projects to compete for funding in the fourth and fifth year.

Implementation. By issuing the new regulations the Teacher Corps program will demonstrate clearly that it is commited to the accountability for grant funds that the Congress intended in the Education Amendments of 1976 and 1980.

Effects. The overall contributions of the Teacher Corps program to the improvement of school improvement and educational personnel development efforts will be enhanced because program resources will be concentrated in the dissemination of only exceptional processes and products.

RECOMMENDATION THREE

Require projects to demonstrate serious commitment to the achievement of objectives relating to the adoption or adaptation of project-developed products, processes, and practices by other educational agencies and institutions.

Implementation. Clear standards of performance should be promulgated to all existing and new-start Teacher Corps projects so that outreach planning and capability building will be accomplished throughout the life of every project.

First year projects should be required to document that they are investing at least 10 percent of their personnel and fiscal resources in planning for dissemination of the products and practices that they will develop; data should include specific activities associated with the accomplishment of appropriate items from the Teacher Corps Dissemination Checklist.

Second and third year projects should be required to document that they are investing at least 20 percent of their personnel and fiscal resources in establishing the base-line conditions for educational improvements, defining criteria for assessing the effects of processes and products, collecting evaluation data on the effects of innovative programs, and building the capability for packaging their educational programs; data should include evidence of the use of the processes and criteria in the Handbook for Review and Validation of Teacher Corps Products and Practices.

Fourth year projects should be required to document the positive educational effects of processes and products by providing a completed Product Rating Form from the Handbook for Review and Validation of Teacher Corps Products and Practices (or other credible evaluation process) for each innovation that they intend to institutionalize and to document that they are investing approximately 75 percent of their personnel and fiscal resources in institutionalization and dissemination activities.

Fifth year projects should be required to document the positive educational effects of processes and products by providing strong evidence of the effectiveness of each process or product, using the validation process prescribed in the Handbook for Review and Validation of Teacher Corps Products and Practices (or other credible evaluation process), that they intend to disseminate and to document that they are investing approximately 75 percent of their personnel and fiscal resources in outreach activities utilizing appropriate channels and processes provided in the Guidelines for Dissemination of Teacher Corps Products and Practices.

Effects. The outreach performance of Teacher Corps projects will improve as projects live up to the expectations provided by the program office and the contributions of the Teacher Corps program to school improvement and educational personnel development efforts will be enhanced.

RECOMMENDATION FOUR

Require projects to plan and carry out informal networking activities (in the absence of a formal network system) with other nearby Teacher Corps projects, other school improvement and educational personnel development programs, and dissemination support agencies.

Implementation. Clear expectations for networking performance should be promulgated to all Teacher Corps projects so that the importance of information sharing and collaboration among projects will set standards for project operational planning.

Effects. Projects will be more likely to improve in their capabilities for demonstration and dissemination if they focus on the benefits of sharing information throughout the life of the project and conserve resources that typically go into "reinventing the wheel."

RECOMMENDATION FIVE

Establish an Outreach Branch in the Teacher Corps Washington program office to oversee dissemination support services activities and maintain liaison with federal and state dissemination systems.

Implementation. An Outreach Branch, headed by an Associate Director of the Teacher Corps program, would coordinate the work of any outreach support services projects and networks that may be established, maintain liaison with representatives of federal and state dissemination agencies, and promote the improvement of the capability of the program office and other Department of Education staff personnel to provide technical assistance and training to school improvement and educational personnel development projects.

Educational dissemination specialists would be recruited or trained to monitor the outreach support services projects and networks that might be established to assist Teacher Corps projects build the capability to engage in effective dissemination activities.

Personal liaison would be maintained with representatives of federal and state dissemination agencies, including ERIC, JDRP/NDN, RDx, Teacher Centers, Basic Skills, and state education agencies by Teacher Corps program staff coordinators.

The capability of Teacher Corps Program Specialists to monitor the preparation for outreach of field-based projects would be improved by inservice training for program office staff.

Effects. The commitment of the Teacher Corps program office to the Congressional mandate for demonstration and dissemination would be clearly demonstrated and projects will recognize the importance of outreach to the program office.

Personal linkage with dissemination support agencies will be established and maintained at all levels of the Teacher Corps program.

RECOMMENDATION SIX

Establish an outreach support services project to provide Teacher Corps projects with training and technical assistance in improving their capabilities for developing and disseminating effective school improvement and educational personnel development programs.

Implementation. Within the limits of available funding the Teacher Corps program office should prepare a Request for Proposal for a support services project that will stimulate program-wide sharing of information about innovative practices and products, provide training in educational dissemination, render technical assistance to projects with specific delivery requirements, and facilitate networking among projects and other school improvement and educational personnel development program personnel.

Fiscal year 1981 funds should be allocated for at least a task force study of the dissemination needs of projects and the development of a Request for Proposal for an outreach support services project to be established in FY 82; immediate needs, such as the preparation of the 1982 program directory could be accomplished by means of purchase orders to contractors.

In FY 82 funds to support an outreach services project could be available if nonproductive Programs 78 and 79 projects were denied funding; as indicated in Table 7 as much as $2,850,000 could be allocated to outreach support and perhaps a pilot of a new regional network system.

Table 7 and Figure 3 indicate how a "peak" of program funds for outreach support services might be achieved in FYs 83 and 84 when approximately $5 million could conceivably be available; during these two years the Teacher Corps program should concentrate on establishing a network configuration in the Department of Education regions that would be self-supporting (through the grant funds of Teacher Corps and other school improvement and educational personnel development projects) beginning in FY 85; in addition the Teacher Corps program should provide impetus for other Department programs to collaborate in establishing support mechanisms to serve all federally funded programs and eliminate the current duplication in many.

By FYs 85 and 86 the outreach support services project and the regional networks would require apporximately $2.8 million for basic operating expenses to coordinate the outreach operations of Teacher Corps projects; the ratio of project to program funds devoted to outreach activities would be approximately 5 to 1.

Effects. A three year "push" to build outreach capabilities among the projects and within the program office would result, by FY 85, in a much improved Teacher Corps program; a balance in program emphasis between the intern-service advocates and the demonstration-dissemination champions would enhance the image of the Teacher Corps as a program that was really capable of improving pre- and inservice teacher education.

RECOMMENDATION SEVEN

Establish a system of regional Teacher Corps networks to provide a regional focus for information sharing, outreach training and technical assistance, and collaborative interaction among projects.

Implementation. As funding limitations permitted a system of regional Teacher Corps networks should be established following the Department of Education regional boundaries to serve projects by coordinating support services and interaction among projects.

A pilot test of the feasibility of regional outreach support networks could be conducted in FY 82, perhaps in two or three states, in close collaboration with the outreach support services project contractor, to develop models of service delivery and the exchange of information about lessons-learned (with emphasis upon assisting new-start projects) in establishing effective school improvement and educational personnel development programs.

During FY 83 and 84 Teacher Corps program funds could fund an expanded system of regional networks to coordinate outreach capability building and interaction with other federal and state educational programs; the networks would establish mechanisms whereby project resources would be allocated to the support of networking activities to broaden the base of interaction with others engaged in school improvement efforts.

By FYs 85 and 86 Teacher Corps program funds would support only the basic personnel and office requirements of the regional networks and by the latter year project resources, from the $13.6 million to be allocated for outreach, would be utilized to support most of the training and technical assistance activity in each region.

Effects. The regional networks could provide the closer-to-home stimulus for outreach preparation -- through peer pressure, institutional rivalry, professional interaction, and the like -- that is inherent in the process of educational networking.

When it was clear to projects that the Teacher Corps program had set up specific standards for the demonstration and dissemination of effective school improvement and educational personnel development programs, project personnel would find the forum provided by regional networks a much more supportive environment for sharing information and assistance than is the case when projects work in isolation.

The networks would make an ideal base for fourth and fifth year projects to provide direct assistance to new-start projects and second and third year projects with specific needs for on-site assistance; this would enable projects with more capabilities in educational R&D and D&U to provide assistance to projects with less capability in these areas.

Members of the Teacher Corps "Family" would develop a more cosmopolitan attitude toward their responsibility to engage in the dissemination of their project-developed innovations.

In Conclusion

We have tried to make use of systematic research approaches in our study of the readiness and capability of Teacher Corps projects to undertake effective educational outreach. We have tried to balance, however, our need to rely upon the most objective indicators of readiness and capability available to us -- measures that have yielded a rather pessimistic view of the future of the program for achieving its goals -- with our more subjective perspective that, in the long run, the projects will live up the expectations of the program officials and take steps to meet the requirements of the Fourth Outcome. But the Fourth Outcome, like the other goals of the program, is really a part of the grandiose, unattainable "dream" that underlies the whole Teacher Corps concept. Progress toward improving what happens to the children of low-income families in schools must take place within the human organizational contexts of those schools; Teacher Corps projects involve inter-organizational efforts that compound the problems of setting-goals, assessing progress, and determining outcomes. Our reliance on the "rational" models of educational research, however, has not been without concern for the limitations of such approaches that are emerging from more broadly based inquiries into human organizational behavior. One of our principle consultants, David L. Clark, recently summarized his observations on the application of new perspectives on organizations to the study of educational change (Clark, 1981):

> I'm O.K.--You're O.K.
>
> The newer organizational perspectives may have been explicated by organizational theorists but they are grounded in the experience of practitioners. The theoretical assertions of ambiguity, trial and error, and just plain muddling through in organizations legitimizes the everyday life of organizational participants. Organized anarchies do perform redundant and overlapping activities to attain their ends. Their goals are often unclear; usually not shared, or even understood, by most employees. And yet, these are the organizations that successfully carry out the vital work of our society. The oddly human characteristics manifested by these organizations frequently support optimum levels of effectiveness if not efficiency. If the newer perspectives serve no other purpose, they may help people to accept the fact that there will be

ambiguity and anarchy in organizational systems; that they are not necessarily failing or in need of reorganization or restaffing simply because their institutions manifest nonsystematic responses.

Call Me an Experimenter

The words people use to describe a new activity can predispose others to judge that activity negatively. Who could support leaders who are "uncertain"; organizations that are "rudderless"; units that are "muddling through;" or a school system or college with "unclear goals?" These characteristics are considered by many to be indicative of failing organizations. An absurd set of unattainable goals is generally preferred to a tentative stance toward goal setting. A leader who knows where he/she is going is more admired than an uncertain leader--even when followers sense that the "certain" leader is in error about objectives or has over-simplified the route.

If it is true that the real world of organizational life is less certain than traditional reconstructed logics have portrayed it, we need to assume that tentative probes by administrators are systematic explorations of the future, and we must dignify these efforts with positive or at least neutral appelations. "Mixing, matching, and switching tactics during program adaptation" carries less negative connotations then do "muddling through" or "drifting with the tide."

The Politics and Psychology of Rationalism

Classical views of organizing are supported by political and psychological structures that are so strong as to be nearly unassailable, e.g.:

- Who wishes to point out to legislators or boards of trustees the redundancy and waste that cannot be eliminated in an interorganizational arrangement; and then defend it as not only inevitable but probably desirable for attaining effective operations?
- Would you like to be the first to report that, based on current activities, you have discovered an appropriate set of post facto goals for your organization?
- Who will volunteer to point out that the new school improvement program to be supported by Congress is based on uncertain technology; is likely to result, at best, in some incremental change; is certain to be wasteful in execution; might better be designed to emphasize flexibility (a bit of playfulness) rather than orderliness; and is structured to make some failure safe rather than being fail-safe?

A rational view of organizations is psychologically beneficial and politically expedient. In that rational world, you can be accountable and responsive; orderly and efficient; systematic and forceful; in con-

> trol of your own destiny. The tolerance for ambiguity is low. Grandiose schemes and promises are within your grasp. Long-range planning is feasible. Fail-safe protection is possible.
>
> Of course, the evidence is overwhelming that such a world does not exist for most of us, most of the time. But is it foolish to assume that the new perspectives will be embraced enthusiastically in the real world simply because they are grounded in that world. Much of the language and action of practice is designed to soften, to obfuscate the harsh realities of everyday life in organizations. Those who feel that the new perspectives will lead eventually to stronger, more effective organizations will first have to cope with the powerful hold exercised over practitioners, policy makers, and decision makers by rational, systems-based organizational models.

We would prefer to base our recommendations to the Teacher Corps program on the newer perspectives of organizational behavior, to encourage the tolerance for ambiguity that we perceive operant in the "control" exercised over project operations by the program officials, and to allow the program to serve as a case study for organizational change theorists. But we have come to the conclusion that the times are not yet "right" for such experimentation.

It seems clear that if the Teacher Corps program is to survive in the next few years that it will do so by adhering closely to the traditional models of planned change in education and providing national policy makers with what will be regarded as credible evidence of the effectiveness of the processes and products developed by projects funded through the program. The basic criterion now is survival; the dramatic steps we have recommended are the price that will have to be paid to get the program on the track of greater accountability, demonstrating a higher return on the taxpayers' investment. The tangible outcomes will have to be stressed over the intangible. The Programs 78 and 79 projects that have concentrated upon the intangible -- the improvement of "school climate" -- and have no empirically grounded products or practices to share with others will have to be sacrificed for the greater, longer-term, good of the program.

If the Teacher Corps program is given a chance to continue operations it will have to be within the classical views of organizational behavior. The "bottom line" of return on investment will have to take precedence over nurturance of the dream; but it will not eliminate the effort.

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APPENDICES

APPENDIX A

TEACHER CORPS PROJECTS
BY U.S. DEPARTMENT OF EDUCATION
REGIONS AND STATES

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							NUMBER OF USABLE ENTRIES SUBMITTED TO *TEACHER CORPS PROJECTS AT WORK* (MAY 1980)	DATE OF SUBMISSION OF DATA FORM FOR *TEACHER CORPS 1981* (Deadline 15 JAN 81)						
			HIGH			MIDDLE		LOW									
REGION I, Boston, MA	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers		Prior 16 JAN	19 - 30 JAN	2 - 13 FEB	16 - 27 FEB	2 - 13 MAR	16 - 27 MAR	After 30 MAR
Connecticut (2)																	
University of Connecticut Windham Public Schools	X			X						1		X					
University of Hartford Hartford Public Schools	X						X			0				X			
Maine (1)																	
University of Maine at Orono Old Town School System	X						X			0			X				
Massachusetts (4)																	
Boston State College Boston Public Schools	X							X		0		X					
Lesley College Lowell Public Schools	X								X	0				X			
Northeastern University Boston Public Schools		X							X	0				X			
University of Massachusetts at Amherst Worcester Public Schools		X	X							0		X					
New Hampshire (1)																	
Keene State College Fall Mountain Regional School District	X								X	0		X					
Rhode Island (1)																	
Rhode Island College Pawtucket School Department	X						X			0	X						

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							NUMBER OF USABLE ENTRIES SUBMITTED TO *TEACHER CORPS PROJECTS AT WORK* (MAY 1980)	DATE OF SUBMISSION OF DATA FORM FOR *TEACHER CORPS 1981* (Deadline 15 JAN 81)						
			HIGH			MIDDLE		LOW									
REGION I (continued)	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers		Prior 16 JAN	19 - 30 JAN	2 - 13 FEB	16 - 27 FEB	2 - 13 MAR	16 - 27 MAR	After 30 MAR
Vermont (1) University of Vermont Montpelier Public Schools	X					X				0				X			
REGIONAL TOTALS (10)	8	2	1	1		1	3	1	3	1	1	4	1	4			

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							NUMBER OF USABLE ENTRIES SUBMITTED TO *TEACHER CORPS PROJECTS AT WORK* (MAY 1980)	DATE OF SUBMISSION OF DATA FORM FOR *TEACHER CORPS 1981* (Deadline 15 JAN 81)						
			HIGH			MIDDLE		LOW									
REGION II, New York, NY	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers		Prior 16 JAN	19 - 30 JAN	2 - 13 FEB	16 - 27 FEB	2 - 13 MAR	16 - 27 MAR	After 30 MAR
New Jersey (3)																	
Kean College of New Jersey Passaic Public Schools	X							X		0		X					
Rutgers University Graduate School of Education New Jersey State Department of Education	X			X						1				X			
Trenton State College Trenton Public Schools	X						X			1	X						
New York (9)																	
Bank Street College of Education District 2 Manhattan Public Schools	X			X						0	X						
City College of New York Office of Bilingual Education and Community School District 7		X					X			1		X					
Fordham University Community School District #10	X						X			4		X					
Hofstra University Westbury Unified School District	X					X				4		X					
Hunter College Community School District #4	X				X					0				X			
Nazareth College Rochester City School District	X								X	0	X						
New York University School District 13	X		X							0			X				
Queens College Community School District #5	X				X					0					X		
State University College at Buffalo Buffalo Public Schools	X						X			0			X				

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							NUMBER OF USABLE ENTRIES SUBMITTED TO *TEACHER CORPS PROJECTS AT WORK* (MAY 1980)	DATE OF SUBMISSION OF DATA FORM FOR *TEACHER CORPS 1981* (Deadline 15 JAN 81)						
			HIGH			MIDDLE		LOW									
REGION II (continued)	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers		Prior 16 JAN	19 - 30 JAN	2 - 13 FEB	16 - 27 FEB	2 - 13 MAR	16 - 27 MAR	After 30 MAR
Puerto Rico (1) University of Puerto Rico Department of Instruction		X						X		0			X				
Virgin Islands (1) College of The Virgin Islands Virgin Islands Department of Education	X								X	0	X						
REGIONAL TOTALS (14)	12	2	1	2	2	1	4	2	2	11	4	4	3	2	1		

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							NUMBER OF USABLE ENTRIES SUBMITTED TO *TEACHER CORPS PROJECTS AT WORK* (MAY 1980)	DATE OF SUBMISSION OF DATA FORM FOR *TEACHER CORPS 1981* (Deadline 15 JAN 81)						
			HIGH			MIDDLE		LOW									
REGION III, Philadelphia, PA	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers		Prior 16 JAN	19 - 30 JAN	2 - 13 FEB	16 - 27 FEB	2 - 13 MAR	16 - 27 MAR	After 30 MAR
Delaware (1)																	
Cheyney State College New Castle County School District		X						X		0	X						
District of Columbia (1)																	
Howard University Washington D.C. Public Schools	X								X	9	X						
Maryland (2)																	
University of Maryland Charles County Public Schools	X		X							0		X					
University of Maryland Baltimore County Baltimore City Public School System		X					X			0	X						
Pennsylvania (6)																	
Beaver College School District of Philadelphia		X							X	0					X		
Lehigh University Allentown School District	X						X			0				X			
Pennsylvania State University Keystone Central School District	X		X							0				X			
Temple University School District of Philadelphia	X		X							0				X			
University of Pittsburgh School District of Pittsburgh		X			X					0	X						
Villanova University Interboro School District		X				X				1			X				

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							NUMBER OF USABLE ENTRIES SUBMITTED TO *TEACHER CORPS PROJECTS AT WORK* (MAY 1980)	DATE OF SUBMISSION OF DATA FORM FOR *TEACHER CORPS 1981* (Deadline 15 JAN 81)						
			HIGH			MIDDLE		LOW									
REGION III (continued)	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers		Prior 16 JAN	19 - 30 JAN	2 - 13 FEB	16 - 27 FEB	2 - 13 MAR	16 - 27 MAR	After 30 MAR
Virginia (4)																	
Norfolk State College Norfolk Public Schools	X							X		0					X		
Trinity College Arlington Public Schools		X							X	4				X			
Virginia Polytechnic Institute and State University Wise County Schools	X				X					0		X					
Virginia State University Surry County Public Schools	X								X	0			X				
West Virginia (1)																	
West Virginia Univeristy Kanawha County Schools		X					X			7	X						
REGIONAL TOTALS (15)	8	7	3		2	1	3	2	4	21	5	2	2	4	2		

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							NUMBER OF USABLE ENTRIES SUBMITTED TO *TEACHER CORPS PROJECTS AT WORK* (MAY 1980)	DATE OF SUBMISSION OF DATA FORM FOR *TEACHER CORPS 1981* (Deadline 15 JAN 81)						
			HIGH			MIDDLE		LOW									
REGION IV, Atlanta, GA	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers		Prior 16 JAN	19 - 30 JAN	2 - 13 FEB	16 - 27 FEB	2 - 13 MAR	16 - 27 MAR	After 30 MAR
Alabama (4)																	
Auburn University at Montgomery Montgomery Public Schools	X							X		2	X						
Miles College Jefferson County Board of Education	X								X	0	X						
University of Montevallo Talladega County Board of Education	X								X	0	X						
University of South Alabama Mobile County Public School System	X							X		1					X		
Florida (3)																	
Florida International University Dade County Public Schools	X							X		0							X *
University of North Florida Saint Johns County School District		X						X		2	X						
University of West Florida Okaloosa County Schools	X							X		4		X					
Georgia (2)																	
Atlanta University Atlanta Public Schools	X			X						22	X						
West Georgia College Carroll County School System	X							X		0	X						
Kentucky (2)																	
Murray State University Henry County Public Schools	X							X		8			X				

* Postmarked 10 April 1981; received at Far West Laboratory on 14 April 1981

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							NUMBER OF USABLE ENTRIES SUBMITTED TO *TEACHER CORPS PROJECTS AT WORK* (MAY 1980)	DATE OF SUBMISSION OF DATA FORM FOR *TEACHER CORPS 1981* (Deadline 15 JAN 81)						
			HIGH			MIDDLE		LOW									
REGION IV (continued)	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers		Prior 16 JAN	19 - 30 JAN	2 - 13 FEB	16 - 27 FEB	2 - 13 MAR	16 - 27 MAR	After 30 MAR
Western Kentucky University Jefferson County Schools	X						X			0	X						
Mississippi (3)																	
Jackson State University Jackson Municipal School System	X							X		0		X					
Mississippi Valley State University Humphreys County School District	X								X	1		X					
University of Southern Mississippi South Pike County School District	X						X			0			X				
North Carolina (2)																	
University of North Carolina at Greensboro	X							X		0		X					
University of North Carolina at Wilmington Pender County School System	X							X		0						X	
South Carolina (2)																	
Francis Marion College Lee County Schools	X								X	0			X				
University of South Carolina Richland County School	X						X			0			X				
Tennessee (2)																	
Austin Peay State University Clarksville-Montgomery School System	X						X			0			X				
Memphis State University Memphis City Schools	X						X			7		X					
REGIONAL TOTALS (20)	19	1		1			5	10	4	47	7	5	5		1	1	1

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							NUMBER OF USABLE ENTRIES SUBMITTED TO *TEACHER CORPS PROJECTS AT WORK* (MAY 1980)	DATE OF SUBMISSION OF DATA FORM FOR *TEACHER CORPS 1981* (Deadline 15 JAN 81)						
			HIGH			MIDDLE		LOW									
REGION V, Chicago, IL	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers		Prior 16 JAN	19 - 30 JAN	2 - 13 FEB	16 - 27 FEB	2 - 13 MAR	16 - 27 MAR	After 30 MAR
Illinois (6)																	
Chicago State University Posen-Robbins School District	X				X					0		X					
Governors State University West Harvey School District 47	X					X				0	X						
Illinois State University Joliet Township High School District 204		X			X					0			X				
Northeastern Illinois University Chicago Board of Education District 9	X							X		0	X						
Roosevelt University Chicago Public Schools	X							X		2		X					
Southern Illinois University Cahokia Unit School District #187	X				X					1		X					
Indiana (2)																	
Indiana University Indiana Girl's School	X		X							0	X						
Indiana University Indianapolis Public Schools	X		X							0	X						
Michigan (3)																	
Michigan State University Lansing School District	X		X							6	X						
Oakland University Farmington Public Schools	X						X			5	X						
Western Michigan University Battle Creek Public School	X				X					0				X			

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							NUMBER OF USABLE ENTRIES SUBMITTED TO *TEACHER CORPS PROJECTS AT WORK* (MAY 1980)	DATE OF SUBMISSION OF DATA FORM FOR *TEACHER CORPS 1981* (Deadline 15 JAN 81)						
			HIGH			MIDDLE		LOW									
REGION V (continued)	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers		Prior 16 JAN	19 - 30 JAN	2 - 13 FEB	16 - 27 FEB	2 - 13 MAR	16 - 27 MAR	After 30 MAR
Minnesota (1)																	
University of Minnesota Saint Paul Public Schools		X	X							0	X						
Ohio (7)																	
Ashland College Lorain City Schools	X							X		0	X						
Baldwin-Wallace College Cleveland Public School District	X							X		0	X						
Kent State University Akron Public Schools	X				X					0	X						
Ohio State University South-Western City School District	X		X							6			X				
University of Toledo Springfield Local Schools	X				X					0						X	
Wright State University Trotwood-Madison City School District	X							X		0						X	
Youngstown State University Youngstown Public Schools	X						X			0	X						
Wisconsin (3)																	
University of Wisconsin at Madison Menominee Indian School District	X		X							0	X						
University of Wisconsin at Oshkosh Berlin Area Public Schools	X						X			4	X						
University of Wisconsin at Superior Hayward Community Schools	X							X		0	X						
REGIONAL TOTALS (22)	20	2	6		6	1	3	6		24	14	3	2	1		2	

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							NUMBER OF USABLE ENTRIES SUBMITTED TO *TEACHER CORPS PROJECTS AT WORK* (MAY 1980)	DATE OF SUBMISSION OF DATA FORM FOR *TEACHER CORPS 1981* (Deadline 15 JAN 81)						
			HIGH			MIDDLE		LOW									
REGION VI, Dallas, TX	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers		Prior 16 JAN	19 - 30 JAN	2 - 13 FEB	16 - 27 FEB	2 - 13 MAR	16 - 27 MAR	After 30 MAR
Arkansas (1)																	
University of Arkansas at Pine Bluff Pine Bluff Public School District	X						X			0				X			
Louisiana (3)																	
Grambling State University Natchitoches Parish School System	X								X	1				X			
Southern University Iberville Parish School Board	X							X		0				X			
University of New Orleans New Orleans Public Schools	X						X			1		X					
New Mexico (1)																	
University of New Mexico Chama Valley School District 19	X				X					0				X			
Oklahoma (2)																	
Central State University Oklahoma City Public Schools	X								X	0			X				
Oklahoma State University Shawnee Public Schools	X			X						0	X						
Texas (10)																	
Laredo State University Laredo Independent School District	X								X	0			X				
Prairie View A&M University Waller Independent School District	X								X	0				X			
North Texas State University Dallas Independent School District		X					X			0	X						

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							NUMBER OF USABLE ENTRIES SUBMITTED TO *TEACHER CORPS PROJECTS AT WORK* (MAY 1980)	DATE OF SUBMISSION OF DATA FORM FOR *TEACHER CORPS 1981* (Deadline 15 JAN 81)						
			HIGH			MIDDLE		LOW									
REGION VI (continued)	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers		Prior 16 JAN	19 - 30 JAN	2 - 13 FEB	16 - 27 FEB	2 - 13 MAR	16 - 27 MAR	After 30 MAR
Saint Edwards University, Inc. Ben Bolt/Palito Blanco Independent School District	X								X	0				X			
Texas Christian University Fort Worth Independent School District	X							X		0				X			
Texas Southern University North Forest Independent School District	X							X		0			X				
Texas Tech University Lubbock Independent School District	X						X			3		X					
Trinity University Edgewood Independent School District		X							X	0	X						
University of Houston Houston Independent School District	X						X			1			X				
University of Texas at El Paso Canutillo Independent School District	X						X			0		X					
REGIONAL TOTALS (17)	15	2		1	1		6	3	6	6	3	3	4	7			

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							NUMBER OF USABLE ENTRIES SUBMITTED TO *TEACHER CORPS PROJECTS AT WORK* (MAY 1980)	DATE OF SUBMISSION OF DATA FORM FOR *TEACHER CORPS 1981* (Deadline 15 JAN 81)						
			HIGH			MIDDLE		LOW									
REGION VII, Kansas City, MO	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers		Prior 16 JAN	19 - 30 JAN	2 - 13 FEB	16 - 27 FEB	2 - 13 MAR	16 - 27 MAR	After 30 MAR
Iowa (1)																	
Drake University Des Moines Independent Community School District	X						X			5		X					
Kansas (1)																	
University of Kansas Unified School District #101	X			X						0	X						
Missouri (2)																	
Avila College Kansas City Public Schools	X								X	0					X		
Saint Louis University Saint Louis Public Schools	X							X		3	X						
Nebraska (2)																	
University of Nebraska at Lincoln Lincoln Public Schools	X			X						0	X						
University of Nebraska at Omaha Omaha Public Schools	X							X		0		X					
REGIONAL TOTALS (6)	6			2			1	2	1	8	3	2			1		

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							NUMBER OF USABLE ENTRIES SUBMITTED TO *TEACHER CORPS PROJECTS AT WORK* (MAY 1980)	DATE OF SUBMISSION OF DATA FORM FOR *TEACHER CORPS 1981* (Deadline 15 JAN 81)						
			HIGH			MIDDLE		LOW									
REGION VIII, Denver, CO	IHE	LEA	KPU Centers	Other Outstanding	K. J Actives	Unusual Producers	Middle Range	Low Range	Non Producers		Prior 16 JAN	19 - 30 JAN	2 - 13 FEB	16 - 27 FEB	2 - 13 MAR	16 - 27 MAR	After 30 MAR
Colorado (1)																	
Colorado State University Fort Lupton Public Schools	X						X			11						X	
Montana (2)																	
Eastern Montana College Lame Deer Public Schools	X								X	0	X						
University of Montana Browning Public Schools District #9		X			X					0				X			
North Dakota (1)																	
University or North Dakota Turtle Mountain Community Schools	X				X					0			X				
South Dakota (1)																	
Black Hills State College Little Wound School	X								X	3	X						
Utah (1)																	
Weber State College Utah State University Ogden School District	X				X			#		0		X					
Wyoming (1)																	
University of Wyoming Arapahoe School District #38	X						X			0	X						
REGIONAL TOTALS (7)	6	1			3		2		2	14	3	1	1	1		1	

# Two universities sharing IHE function; project director is located at Weber State College; Utah State is counted for productivity of SCDE.

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							NUMBER OF USABLE ENTRIES SUBMITTED TO *TEACHER CORPS PROJECTS AT WORK* (MAY 1980)	DATE OF SUBMISSION OF DATA FORM FOR *TEACHER CORPS 1981* (Deadline 15 JAN 81)						
			HIGH			MIDDLE		LOW									
REGION IX, San Francisco, CA	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers		Prior 16 JAN	19 - 30 JAN	2 - 13 FEB	16 - 27 FEB	2 - 13 MAR	16 - 27 MAR	After 30 MAR
Arizona (2)																	
Arizona State University Phoenix Union High School System	X			X						0		X					
Northern Arizona University Leupp Boarding School Kaibeto Boarding School	X						X			1		X					
California (10)																	
California State College at Stanislaus Stockton Unified School District		X						X		0	X						
California State College at San Bernardino Redlands Unified School District	X							X		0				X			
California State College at Hayward New Haven Unified School District	X						X			0	X						
California State University at Sacramento San Juan Unified School District		X					X			0	X						
Dominican College Vallejo City Unified School District		X							X	1		X					
Laverne University Rowland Unified School District		X						X		0			X				
San Diego State University San Diego Unified School District	X			X						0	X						
San Francisco State University Berkeley Unified School District	X				X					0	X						

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							NUMBER OF USABLE ENTRIES SUBMITTED TO *TEACHER CORPS PROJECTS AT WORK* (MAY 1980)	DATE OF SUBMISSION OF DATA FORM FOR *TEACHER CORPS 1981* (Deadline 15 JAN 81)						
			HIGH			MIDDLE		LOW									
REGION IX (continued)	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers		Prior 16 JAN	19 - 30 JAN	2 - 13 FEB	16 - 27 FEB	2 - 13 MAR	16 - 27 MAR	After 30 MAR
Stanford University San Jose Unified School District	X		X							0		X					
University of California at Berkeley Oakland Unified School District	X		X							0				X			
Hawaii (1) University of Hawaii Hawaii State Department of Education	X		X							4	X						
Nevada (1) University of Nevada at Las Vegas Nye County School District	X						X			0					X		
American Samoa (1) American Samoa Community College Department of Education	X								X	0	X						
Guam (1) University of Guam Guam Department of Education		X							X	0	X						
REGIONAL TOTALS (16)	11	5	3	2	1		4	3	3	6	8	4	1	2	1		

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							NUMBER OF USABLE ENTRIES SUBMITTED TO *TEACHER CORPS PROJECTS AT WORK* (MAY 1980)	DATE OF SUBMISSION OF DATA FORM FOR *TEACHER CORPS 1981* (Deadline 15 JAN 81)						
			HIGH			MIDDLE		LOW									
REGION X, Seattle, WA	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers		Prior 16 JAN	19 - 30 JAN	2 - 13 FEB	16 - 27 FEB	2 - 13 MAR	16 - 27 MAR	After 30 MAR
Alaska (1)																	
University of Alaska Alaska Department of Education		X		X						3	X						
Idaho (1)																	
Idaho State University Pocatello School District #25	X						X			2	X						
Oregon (1)																	
University of Oregon Eugene School District 4J	X		X							0				X			
Washington (2)																	
Western Washington University Arlington School District	X					X				4	X						
Washington State University Pasco School District	X				X					1				X			
REGIONAL TOTALS (5)	4	1	1	1	1	1	1			10	3			2			
NATIONAL TOTALS (132)	109	23	15	10	16	5	32	29	25	147	51	28	19	23	6	4	1

APPENDIX B

DATA COLLECTION FORM
AND TEACHER CORPS DOCUMENTS
RELATED TO
TEACHER CORPS 1981
A DIRECTORY OF PROGRAMS, PRODUCTS, AND PERSONNEL

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

15 December 1980

TO: Teacher Corps Project Directors
FROM: James S. Eckenrod, Director, Teacher Corps Dissemination Project
SUBJECT: Teacher Corps 1980-1981 Program Directory Data Form

We have agreed to produce the 1980-81 Teacher Corps Directory. To develop a really useful publication we will need the assistance of each project director in preparing clear, concise descriptions of project-developed products and practices that you will be sharing with other projects and educational audiences. The attached form (1) describes what information about your innovations is needed, (2) provides space for you to write in, and (3) includes a specimen directory entry. Because our project is coming to an end it is necessary to set a strict production schedule *and to stick with it*!

Your cooperation is requested in making the next Teacher Corps directory a good informational resource publication. Here's what we need from you:

Prepare a draft of your project directory entry before Thursday.

* Take a bit of time to collect, verify, and record the names and addresses of the key personnel in your Teacher Corps project on the first sheet of the data form; then prepare a written description--following the instructions on the form--of the products and practices that you expect to disseminate.

* Prepare a copy of the completed form for your own use and hand in to me one of the forms, preferably the most legible.

Take your copy home, review the data and description, and rewrite the entry.

* Meet with your project staff and go over your description; talk over what you really want others to know about the innovations you have to share and prepare a revised description.

* Send us the revised directory entry in time to reach San Francisco by Monday, 19 January 1981. *We will print the first draft of any project descriptions for which we have not received revised forms by that date.*

Advise us of any changes in the data that occur before 27 February 1981.

* We expect to have the manuscript to the typesetter by 1 March but will make any *necessary* corrections to data on names and addresses and the like up to that time.

The directory should be ready for distribution by the end of March and we will send you copies. Send changes thereafter to Teacher Corps Washington.

1855 FOLSOM STREET · SAN FRANCISCO, CALIFORNIA 94103 · (415) 565-3000

GEORGIA '78

ATLANTA UNIVERSITY

ATLANTA PUBLIC SCHOOLS

Huey E. Charlton, Dean
School of Education
Atlanta University
223 Chestnut Street, SW
Atlanta, Georgia 30314
(404) 681-0251

May Armster Christian, Director
Teacher Corps Project
2930 Forrest Hill Drive, SW
Suite 208
Atlanta, Georgia 30315
(404) 766-7605 Ext. 247 or 248

Chuck Fuller, Associate Director
(404) 761-5411 Ext. 266

I. M. Scribe, Documentor
(404) 777-8888

Community Council Chairperson:
Katie Murphy
9999 Sherman Street
Atlanta, Georgia 30300
(404) 444-5555

2 INCH BY 2 INCH
SPACE FOR PROJECT
LOGO OR SYMBOL OR
GRAPHIC DESIGN
CAMERA READY COPY

Alonzo A. Crim, Superintendent
Atlanta Public Schools
224 Central Avenue, SW
Atlanta, Georgia 30303
(404) 659-3381

Drew Elementary School
Principal: Julia M. Glass

East Atlanta High School
Principal: Eugene B. Wimby

Murphy High School:
Principal: William A. Russel

Fourth School:
Principal: Alfred E. Newman

Team Leader:
Clishie P. Eagleson
(404) 761-5411 Ext. 258

PROGRAM

(Maximum length, 15 to 25 lines of 50 characters. Include information about the following as space and inspiration permit:

Type of project; how would *you* classify your project? (Urban, rural, Native American, Youth Advocacy, bilingual, etc.)

Site schools served; how would *you* describe the schools served by the project? (Inner city, suburban fringe, Indian reservation, etc.)

Students served by project; how would *you* describe the students served by your project? (Migrant workers, juvenile offenders, stabile inner city; Appalachian, etc.)

Products and practices for dissemination; select and describe the *one or two* innovative products or practices that you intend to share with other projects and educators. Include information about intended level of use, subject matter area, and "target" population and audience(s).)

EFFECTS

(Maximum length, 15 to 25 lines of 50 characters. Provide information about assurances or claims that the product or practice does what it is supposed to do *even if* you can report only preliminary results from ongoing implementation. Try to answer the question, *What would a reasonably skeptical educator want to know about the effects of the innovation in order to seek more information about it?* Include any available information about product review, validation, or other assessment that has been accomplished by project personnel or other evaluators.)

ADOPTION

(Maximum length, 10 to 20 lines of 50 characters. Describe any requirements of implementation, including--as appropriate--information on:

- Staffing required
- Training needed
- Facilities required
- Costs of materials for,
  - --Starting up
  - --Continuing
- Services available to adopter from the developer (or other sources)
- Cost of technical assistance required or desirable during implementation)

INFORMATION

Maximum length, 5 to 10 lines of 50 characters. List sources of more detailed information about the innovation, such as: project brochures or pamphlets, published descriptions, slide-tape presentations, technical reports in ERIC, etc.

CONTACT

Maximum length, 2 to 6 lines about person(s) who will respond to inquiries about the innovation; give name and telephone number of each person and address if not already listed on data form.

TEACHER CORPS 1980-1981 PROGRAM DIRECTORY DATA FORM

IHE ______________________ Program 78 ☐

LEA ______________________ 79 ☐

PERSONNEL: Maximum of six lines for addresses including telephone numbers

Dean of IHE

ZIP

Area Code ( )

Superintendent of LEA

ZIP

Area Code ( )

Names, Titles, and Telephone Numbers of TWO Additional Project Personnel

(1)

Title

Area Code ( )

(2)

Title

Area Code ( )

Project Team Leader

Area Code ( )

Community Council Chairperson

ZIP

Area Code ( )

Teacher Corps Project Director

ZIP

Area Code ( )

School Sites: Names of Schools and of Principals

(1)

Principal:

(2)

Principal:

(3)

Principal:

(4)

Principal:

B-4

TEACHER CORPS DIRECTORY

ONE PAGE OF INFORMATION FOR EACH PROJECT. For two reasons, (1) utility to readers (no one likes to read the telephone directory!) and (2) limitations on production costs, we cannot print more than one page of information about each project. You will have to make decisions about the most important aspects of your project that you want to share with other educators. In concrete terms this amounts to a total of eighty lines of information--including section headings and spacing between sections--of fifty characters each--including spaces between words.

DIRECTIONS FOR COMPLETING THE FORM. Please read through the description of information that is requested for each of the sections and, keeping in mind the need of potential adopters for clear, concise information, jot down a list of important facts about the product, process, or practice that you have selected. Then expand on the list and prepare a brief narrative description:

* Avoid jargon and abbreviations; and
* Use phrases instead of sentences if you need to conserve space.

ANTICIPATE NEEDS OF POTENTIAL ADOPTER. Write your description as though you were addressing a non-educator about the nature and effects of your product or practice. Keep the descriptions to a minimum and within the suggested limits for maximum length, a total of 80 lines each with 50 characters.

* Be sure and include only the most important information, because
* We will edit any copy down to fit within the one page format and will not be able to confer with you about any necessary cuts.

PROGRAM

(See description of contents on specimen directory page)

PROGRAM (Continued)

EFFECTS

(See description of contents on specimen directory page)

TEACHER CORPS DIRECTORY

ADOPTION

INFORMATION

CONTACT

MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

January 22, 1981

TO : Program Specialists

THROUGH: John Minor, Director

FROM : Terry Porter TP

SUBJECT: Teacher Corps Directory.

As discussed at the Directors' Meeting in December, the Far West Lab is putting together a combination directory and inventory of project innovations. The deadline for projects to submit the completed form given them at the meeting was Monday, January 19. As of that date, the Far West Lab had received usable forms from just over one third of the projects.

I am sure you will agree with me that the Directory must be complete. Therefore, attached is a list of projects who have not yet submitted a form, by program specialist. Will you please call your projects and ask them to submit a form to the Far West Lab? If the director does not feel he or she has a product ready for dissemination, ask him or her to simply describe what they are working on. At least this information will let Teacher Corps people and those outside Teacher Corps know what the project's "specialty" is and who to contact.

Thank you. I will be glad to help in any way I can.

Clarence Walker

University of Puerto Rico
University of Vermont

Marie Barry
Hunter College
New York University
Queens College
State University College at Buffalo

Lois Weinberg
University of Hartford
University of Maine at Orono
Boston State College
Northeastern University
Lesley College

Kathy FitzGerald
Rutgers University Graduate School
LeHigh University
Temple University
Pennsylvania State University
Villanova University
Beaver College

*Walter Lewis
University of Southern Mississippi
Jackson State University

Elizabeth Gerald
Howard University
Ohio State University
University of Toledo
Wright State University

Linda Jones
Francis Marion College
University of South Carolina
Virginia State University
Trinity College

Sylvester Williams
Illinois State University
Grambling State University
Southern University
Oakland University
University of Minnesota
University of Arkansas at Pine Bluff
Southern Illinois University
Northeastern Illinois University
Chicago State University
Western Michigan University
Texas Southern University

*Elaine Long
Indiana University/ Indianapolis P.S.
Texas Christian University
Trinity University
University of Houston
University of Wisconsin at Oshkosh
Central State University
Avila College
University of Texas/El Paso
Laredo State University
Prairie View A & M
St. Edwards University

Gwen Austin
San Diego State University
University of California/Berkeley
University of Nevada/Las Vegas

*Ella Griffin
Colorado State University
University of Hawaii
University of New Mexico
Weber State College
American Samoa Community College

Pat Allen
University of Alaska
Northern Arizona University
University of Montana
University of North Dakota
Western Washington University
University of Wyoming
Washington State University

Diane Jones
California State College/Turlock
California State University/Hayward
Stanford University
Dominican College
University of Laverne
California State/San Bernardino
University of Oregon

Diane Young
University of South Alabama
Florida International University
Murray State University
Southern University
Grambling University
University of North Carolina/Wilmington

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

TEACHER CORPS

February 2, 1981

Director, Teacher Corps

Dear

As discussed at the December meeting, the Far West Laboratory is putting together a directory and inventory of Teacher Corps products and practices. You received two blue forms at that meeting. One was to be completed then, and an amended form submitted later, if necessary.

As of the deadline date of January 19, the Far West Lab had received usable forms from just over one-third of the projects. A directory is important because it gives people outside of your project an idea of what you are doing, where they might go for help if faced with similar concerns, and who they might contact. A directory is also important to you. It helps you tap any of the 131 other projects around the country, each of which has a great deal of knowledge and experience to offer.

To date, the Far West Lab has not received your form. Many of you have been contacted already by a program specialist about this matter. If you have already mailed in a form, disregard this notice. Otherwise, please make every effort to get your completed form to the Lab as quickly as possible. One is attached for your convenience. If you do not have a specific product ready yet for dissemination, simply describe what your project is "specializing" in which may be disseminated. The directory is important; we want to have a description of every project in it. Thank you for your cooperation.

Sincerely yours,

Preston Royster
Deputy Director

APPENDIX C

CRITERIA FOR REVIEWING FOURTH AND FIFTH YEAR CONTINUATION GRANT APPLICATIONS

CRITERIA FOR REVIEWING FOURTH AND FIFTH YEAR CONTINUATION GRANT APPLICATIONS

Projects may be awarded fourth and fifth year funding to enable the grantees to demonstrate and disseminate educational improvements to other schools, educational institutions, communities, and interested persons. Awards may be provided if the Secretary of the Department of Education determines that:

1. The requirements of EDGAR, 34 CFR 75.253 have been met;
2. The grantee has been exceptionally successful in achieving the objectives of its basic project;
3. The educational processes and products that have been developed are of exceptionally high quality and worthy of demonstration and dissemination; and
4. The demonstration and dissemination activities the grantee proposes to carry out are likely to lead to the widespread adoption of those high-quality educational processes and practices by other schools.

Continuation grant requests should address these requirements in detail and provide conclusive evidence of the effects of project-developed processes and products. The assessment processes described in the Handbook for Review and Validation of Teacher Corps Products and Practices (Far West Laboratory, 1981), or other credible educational evaluation system/process, should be used to organize information presented to justify the worth of a process or product for institutionalization or dissemination.

A brief description of program elements for use in the Teacher Corps program directory is also required with the grant application. A data form for use in preparing the directory information is provided.

The requirements for the use of evaluation criteria to justify continued funding are detailed in the following table:

Quality Control Measures to be Utilized in Preparing Continuation Grant Applications	Fourth Year	Fifth Year
Procedures outlined in the *Handbook for Review and Validation of Teacher Corps Products and Practices*		
Project Review (pages 12-33) of each process and product to be institutionalized or disseminated The use of independent reviewers is strongly recommended; provide information about the qualifications of persons conducting Project Review of each process or product	Required Product Rating Form should be completed for each innovation; provide detailed explanation of the credibility of the evidence provided to support the rating assigned for each criterion in the application narrative	Recommended Updates of data from fourth year application will be considered as indicative of high commitment to providing evidence of effectiveness to adopters
Project Validation (pages 36-49) of each process and product to be institutionalized or disseminated The use of independent evaluation specialist is strongly recommended; provide information about the qualifications of persons conducting the Project Validation	Recommended Use JDRP or State IVD criteria (or other credible evaluation/assessment system) and prepare application materials that are required by the reviewing agency (or an evaluation report that provides a complete analysis of the evidence of effectiveness of the innovation); provide information about the credibility of all evidence provided to support the evaluation for each criterion	Required
Teacher Corps Program Directory Information Data Form		
Provide clear, concise descriptions of processes and products to be institutionalized or disseminated	Required Follow the guidelines on the data form; be concise and stay within the limits for each item of information requested; Avoid jargon; prepare descriptions for persons who are not professional educators Draw upon data from evaluations to describe the effects of each process or product Provide information about each of the three "Domains on Inservice" programs, Procedural, Substantive, and Conceptual, defined by Hutson (1981)	Required

APPENDIX D

A DAY IN LIFE OF DEE ESS

A TEACHER CORPS DISSEMINATION SCENARIO

BY FRED ROSENAU

A DAY IN THE LIFE OF DEE ESS:

Teacher Corps Dissemination Scenario

On a sparkling April day in 1981, Dee Ess, newly appointed Dissemination Specialist in the Washington office of Teacher Corps, rode Metro to her office. During the 20-minute ride, she had ample time to run over mentally some of the issues she knew were facing her in this, her third, week in a challenging new assignment. Above all, she knew that in two days she would be sitting down, for the first time, with the full Office of Educational Research and Improvement dissemination coordination committee whose minutes she had reviewed over the previous weekend. She had met, thus far, only two members of the committee--one of whom was the head of the dissemination and professional development group. But she had been engaged in a crash reading program to catch up on recent reports from the various technical assistance contractors and dissemination networks most likely to assure Teacher Corps of the kinds of help it would need in the year ahead.

Opening her briefcase deftly so as not to jostle her seatmate, she began riffling through the long list of notes she had compiled for herself to try to attend to some of the many details needing her attention in the next few days. These included:

- Planning production of a very simple, perhaps computer-based and computer-printed, directory--updated and unillustrated--of all Teacher Corps projects for distribution to the ED Regional Offices, Teacher Centers, the Regional Exchanges, the ERIC Clearinghouse on Teacher Education, Regional Programs, state education agency inservice coordinators, state capacity-building projects, key offices on the Hill, all key offices in OERI, OESE, OSERS, etc. She made another note to see if it would be possible for the copies headed for the Hill to carry personal notes from the projects themselves...

- Making arrangements to meet with the Teacher Center state coordinators at the next Teacher Center program workshop.

- Planning to cooperate with the Regional Offices for the next series of ESEA Title I workshops.

- Arranging for distribution, with a cover memo from the director of Teacher Corps, of Resources for Educational Program Improvement to Teacher Corps projects.

- Planning--and getting costs for--an insert for the ED newsletter on Teacher Corps dissemination activities in recent months. She felt this insert, on different color stock, would be an effective alternative to the former Teacher Corps INFORMATION bulletin.

- Arranging--via one of the OERI technical assistance contractors--for help in improving the writing/editing/ production of the various locally produced Teacher Corps "newsletters" which heretofore seemed distinctly un-newsy.

- Working with Basic Skills Coordinating Committee members to get selective basic skills information out to all projects--not just the basic skills cluster funded by the Basic Skills program.

- Linking state and regional Teacher Corps clusters to the next series of regional dissemination forums.

- Helping to move Teacher Corps output more quickly into RDx, the Urban Superintendents Network, and so on.

- Scheduling a meeting with the dissemination project director at the Council of Chief State School Officers.

- Making arrangements to get the best TC videocassettes and audiotapes into the National Audiovisual Center for nationwide distribution.

- Meeting with the Office of Public Affairs to suggest ideas for stories or features attractive to the editors of Education USA, Education Times, Teacher Education Reports, and other key media.

- Working with the editors of American Education to develop a Teacher Corps feature for fall; she had already tossed out three possible sites that would entice journalists.

- Conferring with the OERI publication specialist about a possible third printing of School Learning Climate and Student Achievement. Should that Florida State University document be accessed only by ERIC, put on sale by the ERIC Clearinghouse, or placed with a nonprofit distributor?

- Discussing with colleagues the notion of discouraging Teacher Corps projects from paying for exhibit booths at ATE, NEA, QUEST, AACTE, and similar conferences; instead, shouldn't Teacher Corps make a concerted effort to get on the programs of all significant professional meetings in the coming year?
- Collecting from Teacher Corps Program Specialists examples of "failures" and "successes" to be shared--after depersonalization--with all other projects (for example, materials, practices, how-tos, demonstrations that did/didn't work out there).
- Querying her boss as to whether the Assistant Secretary for Public Affairs might ask the Secretary to visit in person a strong Teacher Corps site as a media event.
- Feeding tidbits to NSDC, ASCD, AACTE, Teachers' Centers Exchange, networks, and resource centers to maintain keen interest in Teacher Corps activities and accomplishments.
- Setting up a system to monitor all dissemination/service/technical assistance providers to obtain publications of value and importance to Teacher Corps projects.
- Checking to see if Networking for Interagency Collaboration had yet turned up in ERIC so Teacher Corps projects could refer to it as needed.
- And, further along in the month, seeing if she could compare the costs of a Teachers' Centers Exchange workparty with those of a regional Title I meeting so she could make recommendations as to which technique offered the most cost/beneficial potential for Teacher Corps projects.

She would have continued riffling through her briefcase, but the Metro public address system was signalling her station, so she closed the snap and headed for her office, wondering which item on her list should be dealt with first. As she walked along a line from an old Beatles song came into her mind--she wasn't sure she had it quite straight but the words seemed to fit the task ahead--she'd get by, with a little help from her friends.

APPENDIX E

PROJECT STAFF AND CONSULTANTS

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